

**THE EFFECT OF APPLYING THE VCD “*TELL ME MORE*” ON THE VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 DEPOK**

**A Thesis**

Presented as Partial Fulfillment of the Requirement for the Attainment of a *Sarjana Pendidikan* Degree in English Language Education



Written by:

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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY  
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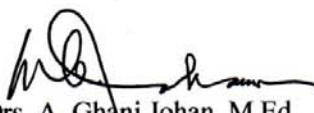
APPROVAL SHEET

**THE EFFECT OF APPLYING THE VCD “TELL ME  
MORE” ON THE VOCABULARY MASTERY OF THE  
EIGHTH GRADE STUDENTS OF SMP NEGERI 1  
DEPOK**


A THESIS



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## RATIFICATION

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## A THESIS

Accepted by the Board of Examiners of the Faculty of Languages and Arts in November, 2012 and Declared to Have Fulfilled the Requirement for the Attainment of the *Sarjana Pendidikan* Degree in English Education Department

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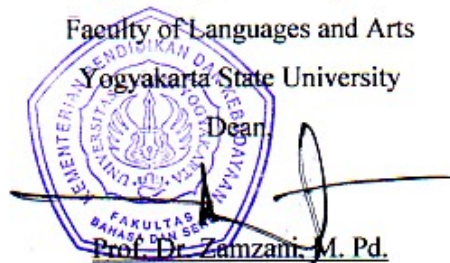


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## DECLARATION

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Judul : ***THE EFFECT OF APPLYING THE VCD "TELL ME MORE" ON THE VOCABULARY MASTERY OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 DEPOK***

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, October 2012

Penulis,



Nur Amalina Prasetyarini

## DEDICATIONS

*I would like to dedicate this thesis to:*

*My beloved parents:*

*SUGITO, S. Pd*

*PAINI, S. Pd*

*My dearest brother:*

*IHSANUDIN PRASETYO*

*For all their prayers, support and advice*

## MOTTOS

**“Be yourself even you are nobody”.**

**(anonymous)**

**“When there is a will, there is a way”.**

**(anonymous)**

**“Success never comes to the indolence”**

**(anonymous)**

## ACKNOWLEDGEMENTS

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Many thanks also go to everyone whom I cannot mention one by one.

Finally, I realize that this thesis is still far from being perfect. I realize that many mistakes have been made even though I have already worked hard to complete the thesis. It is hoped that this thesis would have some contribution and use.

Yogyakarta, October 2012

The writer

Nur Amalina Prasetyarini

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**A Thesis**

**By**  
**Nur Amalina Prasetyarini**  
**06202244005**

## **ABSTRACT**

The objective of the study is to find out whether there is a significant difference between the vocabulary mastery of the eighth grade students taught using the VCD “*Tell Me More*” and those who are taught without using it.

This study involved 72 students of the eighth grade students of SMPN 1 Depok Sleman in the academic year 2010/2011 as the subjects of the study. They were divided into two classes. Class VIII E consisting of 36 students was assigned as the control group and Class VIII F consisting 36 students was assigned as the experimental group. The data were collected by using a vocabulary test. The two groups were given the same test. The pre-test was given both of groups before the treatment and the post-test was provided at the end of the treatment. During the research, the VIII F students as the experimental groups were taught vocabulary by applying the VCD “*Tell Me More*”, while the VIII E students as the control groups were not taught by using it. In analyzing the data, the researcher applied descriptive statistics. The descriptive statistics used the mean and standard deviation. To test the research hypothesis, the *t-test* was applied in this study.

The result shows that the mean score of the pre-test of the experimental group was 13.92 and the standard deviation was 2.822 while the mean of the post-test was 19.69 and the standard deviation is 7.723. For the control group, the mean score of the pre-test was 13.81 and the standard deviation was 2.713 while the mean score of post-test was 15.67 and the standard deviation was 8.106. The hypothesis says, “There is a significant difference in the vocabulary mastery between the students taught using the VCD “*Tell Me More*” and those taught without it” is accepted. It is shown by *t-observe* (*to*) which is higher than *t-table* (*tt*). The value of *t-observe* (*to*) is 2.158 and the value of *t-table* (*tt*) is 1.994 at the significance level of 5%. In conclusion, the use of the VCD “*Tell Me More*” could improve the students’ vocabulary mastery.

## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

Vocabulary learning is central to language acquisition whether the language is used as the first, second, or foreign language. Learning vocabulary is the key to all aspects of language learning. Cameron (2001: 72) states that building up a useful vocabulary is the central to learning a foreign language at primary level. It is a fact that the teaching of vocabulary is a significant factor in the language teaching. By mastering the words correctly, students can avoid misunderstanding among others. Mastering vocabulary also can increase students' confidence in a community.

Tarigan (1986: 2) states that the quality of someone's language skill depends on their quality and quantity of the vocabularies. Therefore, it can be concluded that someone who has the quality and the quantity of the vocabularies can communicate and interact with others easily. It proves that vocabulary has an important rule in real life.

Learning vocabulary is very important. By using vocabulary, students will know what people say. Wilkins in Harmer (2002) says that "without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed." Therefore, many studies have attempted to result in the efficiency and performance for learning English vocabulary.

On the other hand, there are many problems which are found in vocabulary mastery, especially for learners, such as unfamiliar words and the complication of the sound system. Learners do not recognize the meaning of the words, and use them in



the right order, for example, students are still confuse to differentiate word such as nouns, adjectives, and verbs. Besides, it is difficult for them to pronounce because the word spelling and pronunciation are different. Those difficulties are caused by the lack of equivalence for the lexical items of different languages (Wilkins, 1972: 130).

There are some troubles in vocabulary acquisition. Prator (1963), as quoted by Harold, says one specific difficulty is misunderstanding in the complex semantics of English temperature terminology and the consequent lack of correspondence with presumably analogous terms in other languages, and another trouble for English learner is in the confusing interpretations of English.

To write a good sentence, students have to master vocabulary because vocabulary includes the meaning, the spelling, the usage, and the pronunciation of the words. However sometimes students find out many problems to write a sentence. The problem in vocabulary mastery is also caused by the use of media in teaching English vocabulary. The use of media in teaching English vocabulary is limited, so the students just know about vocabulary from the teacher who teaches in front of the class. Related to the problem above, the teacher must be a good instructor. Besides, She or he should has a good ability to transfer the knowledge, so the teaching and learning process will be moving and run well. A good teacher should have an initiative to use media or other instruments when she or he presents the materials to the students in the class.

Using media is very important to help students understand the materials although there are still many teachers who do not use media because of the limitation

of knowledge and fund. Most of teachers give long explanation so that the class becomes boring. In the class, students are regarded as objects and teachers control all the activities in the classroom. Students are rarely given opportunity to be active in the teaching- learning process. Teachers should have responsibility to help and guide them. To handle the problem, teachers must have some suitable ways and be creative in teaching.

Based on the investigation that was done by the researcher on the eighth grade students of SMP N 1 Depok Sleman in the academic year of 2010 / 2011, there are some problems faced by the students in the teaching and learning process. The problems are they did not know meanings of words, they had to learn too many new words and complexities of the words, they did not know the synonym and the antonym of the words, and they also found difficulties to pronounce the words. According to the fact, many students experience some problems in learning vocabulary. This study tries to find out an alternative solution to improve the teaching and learning vocabulary in the classroom.

## **B. Identification of the Problem**

Based on the background of the study, English teaching is a complex process, within that process there are basically two major factors involved in the process of teaching and learning English, there are input process and output process of teaching and learning.

Output or result of teaching and learning English is influenced by some factors such as the student's background, the instrumental input, the enviromental input, and

the expected output. The student's background refers to the factors belong to the students and teaching and learning process facilitation. The environment input is physical situation or condition where the student can learn, it can be in the language laboratory, computer laboratory, school and etc. Expected output is the result being expected by the students after the teaching and learning process is conducted.

Based on the problems above, the researcher identifies that teaching aid can help the teacher to organize the students.

Subhan (2004:21) states that in language learning, the teacher must be able to develop the students in their intelligence, aptitude, attitude, motivation, interest and strategy of foreign language learning. According to this statement, the success of the English teaching and learning process depends on students too. The motivation of students in English gives great influence to the students to get success in English learning and also the students are interested to use the media that can help them to learn English easily, especially vocabulary.

The media is very important to help student to learn English especially vocabulary, but many teachers do not use media because of the limitation of the knowledge and fund. Sudjana and Rivai (2007: 3 – 4) state that the forms of media are graphic media, three dimensions, projection media, picture media, audio media, and environment media. Graphic media consist of draft, diagram, graphic, poster, cartoon, comic. Three dimensions media consist of solid model, cutaway model, built-up model, working model, mock-up, diorama. Projecting media consist of overhead projector, slide and filmstrip. Picture media consist of picture. Audio media

consist of Video Compact Disc (VCD), the ribbon-cassette. Environment media consist of survey, camping, field trip, etc.

VCD "*Tell Me More*" is one of the media that is used to make students more active in their class and to make it easier for the students to memorize the name of things because it is effective in showing meaning. By using media such as VCD "*Tell Me More*", it will help students to memorize and practice, because they have experience on their daily activity. The one thing of vocabulary which are used in the materials should be easily found in the daily activities and suited the students level.

The teaching material is another component that influences students involvement in the learning process. Materials embody a view of the nature of language and learning. The teaching material has a great impact to influence students involvement in their learning process.

All of the teachers want to get success in their teaching and learning process. The teacher is a facilitator who is able to help the students to develop their language skills, but there are some difficulties in teaching and learning activities. One of the difficulties is how to teach English effectively and interestingly to the students, because the students have problem to memorize English vocabulary.

Observing the fact, there are many aspects involved in teaching and learning vocabulary. The researcher is interested in discussing teaching English vocabulary using the VCD "*Tell Me More*". As everybody knows the vocabulary is one important thing in learning English.

### **C. Delimitation of the Problem**

Based on the background of the study and identification of the problems, this research will be limited only on the effect of applying the VCD "*Tell Me More*" on the vocabulary mastery of the eighth grade students of SMP Negeri 1 Depok. The writer tries to make an effort to use the VCD "*Tell Me More*" to support the students' vocabulary mastery. Using the VCD "*Tell Me More*" is expected to reduce the students' difficulties in learning vocabulary, so that they will be more interested and stimulated to study vocabulary. VCD "*Tell Me More*" is one of the suitable media for transferring the knowledge to the junior high school students. By using VCD "*Tell Me More*", they do not only hear what the teacher says, but also can practice the dialog after the teacher gives an example. Therefore, they will understand the lesson easily.

### **D. Formulation of the Problem**

Based on the limitation above, the writer formulates the problem as follows:  
Is there any significant difference between English vocabulary mastery of the eighth grade students taught by using the VCD "*Tell Me More*" and those taught without using the VCD "*Tell Me More*"?

### **E. Objective of the Study**

In this research, especially in the objective of the study, the aim of the study is to know the differences between English vocabulary mastery of the eighth grade students taught by using the VCD "*Tell Me More*" and those taught without using the VCD "*Tell Me More*"?

## **F. Significance of the Study**

The writer hopes that this study gives useful contributions to the scientific significance and practical science (teachers, students, and the researcher).

### **1. Scientific Significance**

Scientifically, this research is important to support and clarify the theories on interest and attitude toward vocabulary that will improve vocabulary learning.

### **2. Practical science**

#### **a. For the teachers**

This study can be used by the teachers to improve their technique in teaching English, and this study will provide the English teacher with appropriate information about the use of VCD “*Tell Me More*” in teaching vocabulary.

#### **b. For the students**

This study will improve the students’ vocabulary mastery because they will study through interesting media.

#### **c. For other researchers**

This study will give information to other researchers that have the same interest to the study.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

The ultimate goal of this study is to investigate the effect of applying the VCD “*Tell Me More*” in improving vocabulary mastery. When we talk about the process of mastering vocabulary, we have to deal with the ways of enriching vocabulary. The effective way to improve vocabulary mastery has to be discussed. For this reason, theories related to the study will be presented, before the conceptual framework for this study is drawn.

#### **A. Literature Review**

##### **1. Vocabulary Mastery**

###### **a. The Definition of Vocabulary**

In a verbal communication we use words to express our meanings. No matter how well we learn the grammar, no matter how successfully the sounds of language are mastered, without words, communication cannot occur in a meaningful way. For this, Hornby (2000: 144) defines vocabulary as: 1) all the words that a person knows or uses; 2) all the words in particular language; 3) the words that people use when they are talking about a particular subject; 4) a list of words with their meanings. It means that a language consists of a number of words that form a meaningful language.

In line with Hornby, Neufeldt (1988: 1494) classifies vocabulary as: 1) a list of words and, often, phrases, abbreviations, inflectional forms, etc., usually arranged in alphabetical order or otherwise identified as in a dictionary or glossary; 2) a) all the words a language, that is, all the words used by a particular

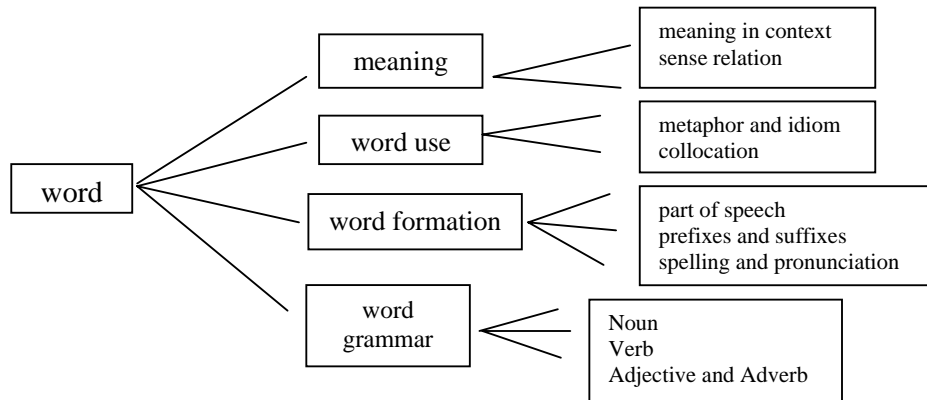


person, socioeconomic group, profession, etc. (active vocabularies) and b) all the words recognized and understood, although not necessarily used by a particular person (passive vocabulary); 3) an interrelated group of nonverbal symbols, signs, gestures, etc used for communication or expression in a particular art, skill, etc. In short, vocabulary is related to all words which people hear from the other or people use to talk with the other.

Vocabulary in Webster's online dictionary means a list of the words use in some enterprises. It is also defined as the system of techniques or symbols serving as a means of expression. Here, having vocabulary means having knowledge of words needed in the communication both orally and in writing.

Vocabulary is needed by people to understand the meaning of words and helps them to express the ideas precisely (Burton, 1982: 98). Limited vocabulary mastery is a mistake in the process of comprehending texts. It means that with a limited vocabulary, the readers will just produce limite comprehension about the content of the texts. Krashen and Terrel (1983: 155) also state that vocabulary is the basic communication if acquire do not recognize the meaning of the key words used by those who address them, they will be unable to participate in the conversation.

And if they wish to express some ideas or ask for information, they must be able to produce lexical items to convey their meaning. Harmer (1991: 158) summarizes that knowing a word (vocabulary) means knowing about :



**Figure 1: Knowing a word**

Learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. What is meant by the meaning of a word, is determined by the context where it is formed and also determined by its relation to other words. The word *book* sometimes means the kind of thing you read from, but it can also mean a number of other things. The example of the second context is *vegetables* which has general meaning whereas carrot is more specific.

Word meaning is also governed by metaphors and idioms, e.g., the word *hiss* refers to the noise of snake and to someone's threat to others. In collocation, a word goes with each other, such as, *headache*, *earache*, and so on. In addition, style and register is applied by differentiating the language to be used by someone either in a formal or informal context, for example *hello (formal)* and *hi (informal)*.

Moreover, word formation may also create word meaning by seeing them on their grammatical contexts. It means that we look at how the suffixes and the

prefixes work (im-, or in-) such as in *imperfect* and *perfect*, *inappropriate* and *appropriate*.

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. For example :

<u>My sister</u>		<u>went</u>		<u>to Berlin</u>		<u>last week</u>
N		V		Adv		Adv

Furthermore, Harmer (1991: 151-161) says that teaching vocabulary is clearly more than just presenting new words. This may, of course have its place but there are other issues too. However, not all vocabulary can be learned through interaction and discovery techniques. Thus statement implies that learning vocabulary cannot always be done through interaction and discovery techniques for the beginners. The reason is that, in doing such as technique, the learners are demanded to have an adequate number of vocabularies. It means that the students need to memorize and recall many vocabularies that have been mastered before.

## **b. The Types of Vocabulary**

Nation (2001: 24) distinguishes vocabulary as receptive vocabulary and productive vocabulary. Receptive vocabulary use involves perceiving the form a word while listening or reading and retrieving meaning productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form. Therefore it can be concluded that

vocabulary can be presented in four units. They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last writing vocabulary that consists of the word people used in writing essays, reports, letter, etc.

In line with Nation, Kustaryo (1988: 24) calls the vocabulary involved in the four macro skills as vocabulary development. He says that vocabulary development is a skill with the effort to improve. It is about vocabulary proficiency which would affect the four language skills mentioned. It means that a learner of a language does not only master the reading skills, but also should master the other skills such as speaking, listening, and writing as well.

Furthemore, Nation (2001) divides vocabulary into four level: high frequency words, academic vocabulary, technical vocabulary, and low frequency words.

High frequency words are the most frequent 2,000 words of English. West (1953) calls these words a general service vocabulary because they were used (or service) no matter what the language was used. This vocabulary typically covers around 80% of the running words of academic texts and newspapers, and around 90% of conversations and novels. It includes virtually all of the function

words of English (around 176 word families), but by far the majority of high frequency words are content words (Nation, 2001: 13-16).

For learners with academic goals, the 570 word family Academic Word list (Coxhead, 2000) is like a specialized extension of the high frequency words. It covers on average 85% of academic text, 4% of newspapers and less than 2% of the running words of novels. This vocabulary has been called academic vocabulary (Martin, 1976), sub – technical vocabulary (Tarrel, 1990).

There has been a lot of discussion and some research on academic vocabulary (Nation and Coxhead, 2001). This vocabulary is common to a wide range of academic fields but is not what is known as high frequency vocabulary and is not technical in that it is not typically associated with just one field. It is however more closely related to high frequency vocabulary than to technical vocabulary.

It was thought that the third level of vocabulary, technical words, covered about 5% of the running words that occurred frequently in a specialized text or subject area but did not occur or were of very low frequency in other fields (Nation, 2001: 18-19). Technical vocabulary is largely of interest and use by people working in a specialized field.

The fourth level of vocabulary covers all the remaining words that occur very infrequently and cover only a small proportion of any text. In English, there are thousands of these words and they typically cover around 5% of the running words in text (Goulden, Nation and Read, 1990).

### **c. Vocabulary and Second Language Learning**

Vocabulary is an essential part of second language learning. Hocket (1985) in Nunan (1991: 117) argues that vocabulary is the easiest aspect of a second language to learn and that it hardly requires formal attention in the classroom.

Palmberg (1988) in Nunan (1991: 122), suggests that when teaching new vocabulary, teachers should begin by teaching new vocabulary, teachers should begin by teaching the new items in the context, but that at a later stage learners should be given the opportunity of dealing with the words of out context.

Meanwhile the stimulus of comprehension based method such as a the Natural Approach (Krashen and Terrel, 1983) states that in the early stages of learning and using a second language one is better served by vocabulary than grammar, and tha one can, in effect “*bypass*” grammar in going for meaning if one teaches language focus which emphasizes on grammar.

Furher Rivers (1983: 125) has also argued that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, students will be unable to use the structure and functions of the language for comprehensible communication. In fact, Rivers argues that vocabulary argumentation seems to be easier as one matures, probably because one has richer knowledge of the word in which to draw. In addition, the more one’s vocabulary develops, the easier it is to add new words – the first ten words are probably the most difficult to learn.

Some experiments related to vocabulary teaching also have been conducted. From his experiment, Palmberg (1988) in Nunan (1991: 122) suggests that when

teaching vocabulary, teacher should begin by teaching the new item in context, but that at a later stage learners should be given the opportunity of dealing with the words out of context.

In addition to Palmberg, Channel in Jordan (1997: 154) concludes the following implications for classroom practice :

1) Since the lexicon appears to be an independent entity in processing, there is justification for teaching approaches which make vocabulary a separate learning activity. It is not essential always to integrate vocabulary with general communication.

2) Presentation of vocabulary should pay specific attention to pronunciation, particularly word stress. So visual presentation and reading may not be the best way to introduce new vocabulary.

3) Learners should be encouraged to make their own lexical associations when they are learning vocabulary. However, at present we do not know what kinds of association are the most useful in aiding retention.

4) Semantic links play an important role in production. This suggests the use of semantic field-based presentation methods.

From those statements, it can be concluded that vocabulary should be taught in early stages of learning. It also implies that vocabulary can be taught in the beginning of a lesson in order to give an adequate base for the following lesson such as practicing conversation, writing a letter, or doing an information gap activity.



#### **d. Vocabulary in the Classroom**

The teacher needs to consider the vocabulary taught in the class. He or she should teach more core vocabulary in daily use. Nation (2002: 6) states core vocabulary or high frequencies words consists of around 2000 words families and include most of the 176 function words like *help*, *different*, *day* and *often*. It possible to say and write most of what we need to say and write in our daily life mainly using only these words.

The high frequency words of the language are clearly so important that considerable time should be spent on them by teachers and learners. The words are a small enough group to enable most of them to get attention over the span of a long – term English program. This action can be in the form of direct teaching, direct learning, incidental learning, and planned encounters.

Besides considering the high frequency vocabulary, the teacher should consider learner's need. Allen (1983) in McCarthy (1990: 87) states that predicting what vocabulary needed by the learners is important is selecting what to teach. It means that it is essential for the teacher to create a sense of need for a word.

To create a sense of need for a word, teachers can give activities which require the students to use the words they have learned. For example, when the students have learned a unit lesson with the topic *health*, the teachers can ask them to write a paragraph about students' experience related to it. This exercise need some vocabularies related to health. Thus, the students will realize that they need some new vocabularies related to *health* to express what they have in mind. As a

result, there seems to be three principles influencing the selection of vocabulary taught to the students:

- 1) Teacher's course book,
- 2) A sense of need in the learner, fostered by the teacher,
- 3) The teachers' own sense of their needs

In relation to teacher's/course book writer's prediction, Allen (1983) offers four questions that need to be answered in order to predict learners' vocabulary needs :

- 1) Which words must students know in order to talk about people, things, and events in the place where they study and live?
- 2) Which words must the students know in order to respond to routine directions and commands? (The vocabulary for opening your books and writing these sentences and other routine instructions should be learnt early so that such frequently repeated directions can always be given in English).
- 3) Which words are required for certain classroom experiences (for example, describing, comparing, and classifying various animals; having imaginary conversations with speakers of English, or writing letters to pen pals?)
- 4) Which words are needed in relation to the students' particular academic interest? (those who will specialize in science need vocabulary that is different from those who plan business careers)

In other words, the teachers should assist his students to be able to master English vocabulary which are frequently used in their daily life such as words which are used to talk about people, things and events and which are related to their interest field

#### **e. Presenting Vocabulary in the Classroom**

There are choices to present vocabulary in the classroom. According to Thornbury (2002: 77), there are sets of choice related to the means of presentation, whether to present the meaning through translation, real things, pictures, action, gestures, definitions and situations.

Traditionally, translation has been the most widely used means of presenting the meaning of a word in monolingual classes. Translation has the advantage of being the most direct route to word's meaning, assuming that there is a close match between the target words and its L1 equivalent. It is, therefore, very economical, especially suitable for dealing with incidental vocabulary that may crop up in a lesson. However, an over – reliance on translation may mean that learners fail to develop an independent L2 lexicon, with the effect that they always access L2 words by means of their L1 equivalent, rather than directly. Also because learners do not have to work very hard to access meaning, it may mean that the word is less memorable.

Using real things, pictures, and action/gestures are also possible in presenting vocabulary. Meanwhile, reliance on real objects, illustration, or demonstration is limited. It is one thing to mime a chicken, but quite another to

physically represent the meaning of a word like intuition, become or trustworthy. Also words frequently come up incidentally. Words for which the teacher does not have visual aids or realia at hand. An alternative way of conveying the meaning of a new word is simply to use the word. Those non – visual, verbal means of clarifying meaning include.

- 1) Providing an example situation
- 2) Giving several example sentences
- 3) Giving synonym
- 4) Giving a full definition

Riddle (2003: 62) offers some tips to illustrate meaning effectively. They are :

- 1) Use pictures or drawing. For example, rather than explaining what *lorry* / *truck* is, show them a picture.
- 2) Use realia (the actual object). For example, rather than explaining what a *credit card* is, show them one.
- 3) Use a mime. For example, rather than explaining what *tired* or *jump* is, mime it. Also, with *heavy*, try to pick up something in the class and exaggerate the fact that is heavy lift.
- 4) Use contrast. For example, with *heavy* you could also pick up something which is not heavy to emphasize the point.
- 5) Use synonyms of a lower level. For example, for *exhausted* you could say a word meaning *very tired*.
- 6) Use spoke gap-fill sentences. For example, *I ate four places of cake*

7) Matching exercise can combine some of the above approaches. For example, match words with pictures, word with synonyms, words with simplified definition, and words in a sentence with a simplified definition.

8) Following a reading task, students can look at the given words in the text and match them with, or reduce, their meaning.

## **2. VCD “*Tell Me More*”**

### **a. The Definition of VCD “*Tell Me More*”**

Multimedia is a combination of data, video, audio, animations, graphic, and text that are explained through computer. Torrisi Steila in Mishra and Sharma (2005: 26) defines multimedia as content presentation using a combination of media (i.e. sound, images, static, moving, animated, video and texts). From this perspective any presentation that involves the use of for example, video recorders and a slide show could be considered multimedia.

Philips (1997: 8) in Winarno (2009) adds that the multimedia component is characterized by the presence of text, pictures, sound, animation, and video; some or all of which are organized into some coherent program. A computer that uses video, sounds, animation and text can also control software like video recording, digital camera and video camera. The program which produces sound, video, and image is called multimedia. If the programs operate movement and add the substance with different choices. They are called an interactive multimedia. There are many programs that categorized as multimedia. One of them is VCD “*Tell Me More*”

*Tell Me More*, the world's leading software for language learning, is valued by users and teachers alike for its speech recognition technology and personalized language courses. *Tell Me More* now counts more than five million satisfied users worldwide. It is used everyday in more than 10,000 academic institutions, this latest version evaluates progress of the students learn in mastery vocabulary then it is also provide your the results to suggest the activities and exercises best suited that is needed just as a teacher would. The package includes levels Beginner, Intermediate, and Advanced, and contains 3,600 exercises, organized in 35 different types of activities. All the skills critical to learning English are addressed including reading, writing, listening, speaking, vocabulary, grammar, and culture. With more than 750 hours of learning, this is the most extensive offer on the market to help on learn English.

#### **b. The Components of VCD “*Tell Me More*”**

As mentioned in the definition part above, the elements if interactive multimedia are texts, graphics, animations, sounds, and video. Each element has its own characteristics in interactive multimedia.

##### **1) Texts**

A computer- generated text is the first element of multimedia. Text can be said as the main element in multimedia. Vaughan (2008: 50) argues that even single word can cover a number of meanings. Bhatnagas et al. (2001: 5) state that a few word appearing in a graphic multimedia system can have a powerful effect. Text and art can can be mixed together in interesting ways to reinforce the

message being transmitted. A text in multimedia has four major purposes as titles, menus, navigation, and content that can be animated in interesting ways.

Text in multimedia has to work together with other elements of multimedia, such as pictures, animation, or sounds. Clark and Mayer (2008: 56) recommend that e – learning courses include words and pictures, rather than words alone, because of this, text in multimedia should add to the information and not merely repeat it or present something entirely different. In other words, text has to be short and to the point.

## 2) Graphics

Mayer in Spector et al. (2008: 91) argues that students can learn better from texts and pictures than from text alone. Graphics are any image or information in the computer that are presented pictures, drawings or paintings. Ivers and Baron (2002: 89) graphics can be obtained through some ways. They can be created from scratch with a computer program, imported from an existing file, scanned from a hard copy, or digitized with a camers. Graphics can form some features such as symbols (pictographic or abstract), maps, graphs, diagrams, illustrations or rendered pictures (realistic to abstract), models, composite, graphics (multi – images), photographs (still or moving).

## 3) Animations

Animations are graphic files that include movement. Animations provides a simplified visual view of a process or concept, catches eye, and make things noticeable. Fahy in Mishra and Sharma (2005: 5) states the function of animation as the element in interactive multimedia that shorters learning times by

illustrating changes in the operation, showing dangerous, rapid, or rare events; or explaining abstract concepts, we have to be careful in taking into account the animations proportionally; otherwise, it will influence learner's memory. Clark and Mayer (2008: 70) mention animation may overload the learners' working memory because the images are so rich in detail and are so transitory that they must be held in memory.

#### 4) Sounds

Sound in interactive multimedia can include recorded narration, music, and sound effects. Sound is proven to be able to support students' learning, as well as add enthusiasm and motivation to the program (Ivers and Baron, 2002: 96).

Wong and Sum in Chee and Wong ed. (2003: 129) mention some functions of sound in the interactive multimedia such as:

- a) drawing attention of the students
- b) complementing the visual material on the screen
- c) supporting the students' reading text on the screen
- d) minimizing the amount of information that is required to presents on  
the screen
- e) announcing some events
- f) motivating the students



### **c. The Benefits of VCD “*Tell Me More*”**

In recent years, educational technology, especially, computers provide many advantages for the teaching learning process. It is commonly called *Computer Assisted Instruction* that uses computer technology as media for classroom activities. Warschavir and Halley as quoted by Brown (2001: 145) mention the benefits of using computer technology in language instruction:

- a) multimodal practice with feedback,
- b) individualization in a large class,
- c) pair and small group work on projects either collaboratively or competitively ,
- d) the fun factor,
- e) variety in the resources available,
- f) exploratory learning with large amount of language data, and
- g) real life skill building in computer.

Many schools have already used computer technology by providing language laboratories. According to Hamalik (1998: 186), multimedia based teaching is a combination of some instructional media and is used appropriately and systematically in the teaching learning process to attain the instructional goal. In addition to Hamalik, Suyanto (2003: 21) states that multimedia based teaching is a teaching technique which uses a computer to make and combine text, graphic, audio, video, and animation which allows students to make navigation, interaction, creation and communication.

Furthermore, Suyanto (2003: 229) also adds some benefits of VCD “*Tell Me More*” as follows:

- 1) Interactive and attractive
- 2) Practical and flexible
- 3) It combines graphic, animation, sound, text, video in developing rich media
- 4) It is provided by features application that is usually used to create a presentation, animation and games.

#### **d. The Requirements for Effective Media for Teaching Vocabulary**

Teaching media are all means useful to help the process of teaching and learning to achieve its goal. Therefore, the use of media in vocabulary teaching is very important. Without media, the teaching and learning process are incomplete (Sugeng: 1997). The use of media can greatly determine the result of language teaching in reaching its goal. The objects and things as the instructional media are needed to aid the teacher in the learning process.

The use of media has many benefits. The media can attract the students’ attention (Sadiman: 2003) and motivate the students in the learning process (Hamalik: 1998). It means that the use of different media will bring different result to the students.

There are many kinds of media that can be used in teaching vocabulary. They are printed media, still media, audio media, visual media, audio-visual

media, real-object media, simulated media, and action-based media (Sugeng: 1997).

First, printed media are in the forms of books, storybooks, newspapers, magazines, modules, and other printed materials. Second, still media are the media that contain qualities of form, colour and texture. Still media are like charts, picture cards, posters, slot boards, and flannel boards. Third, audio media can be radio, audio tape, telephone, and natural sounds. Fourth, visual media are in the forms of OHP, slides, photos, and filmstrips. Fifth, audio-visual media are like televisions and the movies. Sixth, real-object media can be real objects, and models. Seventh, simulated media are in the forms of games and quizzes, role-plays, and simulations. Finally, action-based media are like performance, construction, experimentation, and demonstration.

Criteria are needed in selecting appropriate media. In selecting the teaching media, the teachers have to base on the criteria of good media.

Below are the criteria of good media from some experts.

Kemp (1977: 80) lists criteria to consider in making a selection about what kinds of media are better to use in the learning process, namely:

- 1) Does the needed material already exist in suitable form and quality?
- 2) What would the cost of purchase or preparation be?
- 3) What are the reproductions or duplicating costs, if any?
- 4) How much time will be required to locate or prepare each item?
- 5) What are the requirements for equipment, facilities, technical skills or service in preparation?
- 6) Is one medium more suitable than the others because of ease of viewing?
- 7) Will there be problems regarding equipment, facilities, supervisions, and scheduling?
- 8) Will there be problems in maintaining and storage of material for future use?
- 9) Do students prefer kind of material to others?

10) What is the teacher's preference?

Meanwhile, Sudjana and Rivai (2005) list six criteria for the selection of a medium, namely:

- 1) matching the teaching objectives
- 2) supporting the content of teaching materials
- 3) easy to get
- 4) teacher having skill and time to use it
- 5) relevant to the students' cognitive level

In addition, Gerlach and Ely (1980) add that appropriate media should fulfill criteria of sophistication, cost, availability, and technical quality. First, the media should be sophisticated. It means that the teachers have to choose the media that are not out of date. Second, the price of the media is not too expensive. Third, the media are easy to get. Lastly, the media have to fulfill the criteria of technical quality. It means that the media should have a good technical quality.

It can be seen that the criteria from the experts are not the same. Based on several criteria from the experts above, they can be combined together so that the criteria for media selection for delivering messages in the learning process become perfect. The following are some criteria of effective media for teaching vocabulary, they are:

1) Interesting

Effective media are media that are interesting to the students. Interesting media are the important things in teaching vocabulary, because it can motivate students to learn. Media for teaching vocabulary should be visually

attractive. Visual media help students to understand the context and meaning.

Media that have pictures can help students to understand the text.

## 2) Enjoyable

Effective media should make the students enjoy the learning process. The teachers have to choose the media that are enjoyable to the students, such as VCD.

## 3) Motivating

Effective media are media that are motivating the students to study. Motivation is very important in language learning. Motivation has an important role in every goal of success. Williams and Burden (1997, as cited in Thornbury, 2002:51) state, “Motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/or physical effort so that the person can achieve some previously set goal.”

In addition, Thornbury (2002:51) states, “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something.” Motivation is an important factor for learners to achieve their goal in their studies.

From all explanations above, it can be concluded that the use of media in teaching vocabulary is very important. It can be used as a tool to get the students’ attention, interest, and motivation to learn. However, not all media can be used in teaching vocabulary. Therefore, the criteria in selecting appropriate media are needed. From several criteria stated above, it can be concluded that the criteria of effective media for teaching vocabulary are interesting, enjoyable, and motivating.

#### **e. Vocabulary Learning at Eighth Grade Students of SMPN 1 Depok**

The learning process in SMPN 1 Depok is using English textbooks usually taught by the teacher at school. English books at school contain only the materials that discuss how students learn English, no games or quizzes, and only focus to the formal text and the grammar. The result, the students will get bored in learning it. Vocabulary learning using English textbooks provided at school seems to be mechanical and monotonous. The classes may become static and formal. The students only sit and listen and then they do their teacher's instruction to do some written structural exercises. Moreover, students will not be motivated in English learning because the way of teaching is not varied and boring. Besides, it makes the material difficult to be understood.

Junior high school students need appropriate media to increase their English ability, particularly vocabulary mastery. The VCD "*Tell Me More*" belong to the multimedia software which contains pictures, data, video, audio, animation, graphic, and texts. It is one innovation in the teaching and learning process.

#### **B. Relevant Studies**

Arum Nisma (2009) conducted a study on the effect of using "*Multimedia*" VCD as media for teaching vocabulary and it has proven that "*Multimedia*" VCD can improve the students' mastery of vocabulary, and it can be used as media in teaching vocabulary and also can improve the students' interest and motivation in learning vocabulary. In her study, she used "*Multimedia*" VCD for the

kindergarten level students. In this research, the finding shows that the study can give contribution to the teacher at kindergarten in enriching teacher's strategy in teaching vocabulary. Moreover, this study gives an experience to the students in learning vocabulary by using "*Multimedia*" VCD And furthermore this study is hoped will be valuable and useful for English teachers in enriching their technique in teaching vocabulary to kindergarten students.

### **C. Conceptual Framework**

Teaching vocabulary, in principal is not only giving and explaining many new word vocabularies to the students, but also implementing the vocabulary in many contexts which make the students understand the meaning , and then able to appropriately use them in the different context.

According to Sudjana and Rivai ( 1997: 4 – 5) there are six criteria for the selection of an effective media. The criterias are the media match the teaching objectives, they support the content of materials, they are easy to get, the teacher is able to use the media, there is time to use the media, and they are relevant to the students' cognitive level.

In addition, Hutchinson and Waters (1987) also mention list a number of techniques that can be applied to lessons. There are: gaps, variety, prediction, enjoyment and integrated methodology, mcoherence, preparation, involvement, creativity and atmosphere in the classroom.

It can be seen from both experts, that they have different criteria on effective media in mastery vocabulary. Therefore, they can be joined together so

that the criteria for media selection message in the learning process becomes perfect. The criteria of effective media for teaching vocabulary are concluded to be three: interesting, enjoyable, and motivating.

In language learning there are some media which help students in mastering their vocabulary. For example, using multimedia in the classroom. One of them is by VCD. It can help Junior High School students to understand vocabulary easily. The best VCD to teach vocabulary is namely "*Tell Me More*", VCD "*Tell Me More*" contains many videos, sounds, animations, and texts. This VCD is appropriate to teach vocabulary. This VCD is set in the language laboratory, so that students can access the lesson easily. Therefore through this VCD the students will not get bored in learning English.

The VCD "*Tell Me More*" belongs to criteria of effective media to teaching vocabulary. Since, VCD "*Tell Me More*" is interesting, enjoyable, and motivating to develop vocabulary.

The students who are taught by using English textbook provided at school seem to be monotonous. The classes become static and formal. The students soon will get bored to learn vocabulary. Moreover, the students cannot enjoy their class. That is because there is no media to break their boredom. If the students get bored they do not have motivation anymore to learn.



#### **D. Hypothesis**

There is a significant difference in vocabulary mastery between the students taught using the VCD "*Tell Me More*" as media and those taught without using it?

### **CHAPTER III**

#### **RESEARCH METHOD**

In this chapter, the researcher presents the research method. It covers the type of the research, the subject of the research, the research design, the research instrument, the technique of the data collection, and the technique of data analysis.

##### **A. Type of the Research**

This study is classified as quasi-experimental research. This research divided the students into two groups : an experimental group and a control group. According to Bell (1999: 15), the principle of such an experiment is that if two identical groups are selected, one of which the experimental groups is given treatment and the other (the control group) is not, then any differences between the two groups at the end of the experimental period may be attributed to the difference in treatment. The scores presented here are the central tendency consisting of Means and Standard Deviation (SD) .

##### **B. The Research Subjects**

The subjects of the research are the source of the data in research. In this research, the subject of the research population included the eighth grade students of SMPN 1 Depok Sleman in the academic year of 2010 / 2011. The sample has been decided by the school. There are two groups that must be taken in this research. One group is to be the experimental group and the other one is the control group. The

researcher used the class VIII F as the experimental group and the class VIII E as the control group. Both of the group consisted of 36 Students.

### Table 1. The Subjects of the Study

Group	Class	Number of the Students
Experimental	VIII F	36
Control	VIII E	36

### C. The Research Design

The design used was an intact group pretest – post test design. There are two groups in this research, experimental and control groups. The experimental group is given a treatment, while the control group is not. In this study, the treatment was using VCD “*Tell Me More*” to improve vocabulary mastery, while the control group was given treatment by using conventional media. Before the treatment, a pre - test was given to the students, and after the treatment, a post test with the same instrument was given to them. The scores in the pre – test and post – test then were compared to each other to know the difference. The research design can be illustrated in the table below.

### Table 2. The Design of The Research

Group	Pre- test	Treatment	Post - test
Experimental	O1	X	O2
Control	O1	-	O2

Note :

O1 = Pre – test

X = Treatment

O2 = Post – test

This study involves two variables, they are independent and dependent variables. “The independent variable is that factor that is measured, manipulated or selected by the experimenter to determine its relationship to a phenomenon”. (Tuckman, 1988: 78). “The dependent variable is that factor that is observed and measured to determine the effect of the independent variable, that is a factor that appears, disappears, or varies as the experimenter introduces, removes, or varies the independent variable” (Tuckman, 1988: 78). VCD “*Tell Me More*” as the independent variable is symbolized by X, meanwhile, the students’ vocabulary mastery as dependent variable is symbolized by Y.

#### **D. The Research Instruments**

##### **1. Research Instrument**

The instrument is the important thing in an experimental by which the reliability of the data must be obtained. In this study, the instrument that was used to collect data was a vocabulary test which consisted of forty multiple choice questions taken from some resources. There were two tests; a pre-test (before treatment) and a post-test (after the treatment) were used to find the scores of the students’ vocabulary mastery of both experimental and control classes. Before implementing the instruments to the sample of the research, the validity and reliability of the instruments of pre and post test were calculated.

The researcher designed the same instruments for the pre - test and the post – test. Both test were developed based on the materials of vocabulary mastery which refer to the standard of competence and basic competencies of the school-based

curriculum of Junior High School of year VIII of the second semester of English subject.

In this study, the tryout was conducted before the instrument used to collect data. It was used to find out the validity and reliability of the instrument. The try-out was done one week before the realization of the study in VIII D as the tryout class which have the similar characteristics to the sample of the study.

## **2. The Validity of The Instrument**

A valid instrument is an instrument which is able to test what should be tested in order to make the test valid and reliable. The researcher analyzed the validity of the tests using content, construct, and item validity.

### **a. Content Validity**

Content validity is used to measure whether the content of the test is appropriate with the grade and the materials of the test. Content validity explains whether or not all the items of the test are suitable with the relevant materials.

When a test has content validity, the items on the test represent the entire range of possible items the test should cover. Content validity means that the test developed covers all the materials given in the second semester of the eighth grade students of SMPN 1 Depok Sleman.

**b. Construct Validity**

Construct validity is used to examine whether the test has a consistent representation with theories underlying the presented material. To meet the construct validity, the researcher constructed the instrument according to the blue print of vocabulary mastery that consisted of specific indicators.

**Table 3. Description of the Test Items before the Try-out**

No.	Aspects	Item Number	Total
1.	Synonym		
	• Noun	3, 9, 10, 11, 12	5
	• Verb	6, 18, 23, 24, 26	5
	• Adjective	7, 15, 16, 22, 46	5
	• Adverb	1, 5, 43	3
2.	Antonym		
	• Noun	2, 13	2
	• Adjective	4,17, 25, 27, 33	5
3.	Denotation	20, 28, 29, 30, 31, 32	6
4.	Parts of speech	35, 36, 37, 38, 39, 40	6
5.	Translation		
	• Verb	8, 21, 34	3
	• Noun	14,19, 41	3
	• Preposition	42, 44, 45	3
			46

**Table 4. Description of the Test Items after the Try-out**

No.	Topics	Item Number	Total
1.	Synonym		
	• Noun	3, 9, 10 , 11	4
	• Verb	6, 17, 22 , 23	4
	• Adjective	7, 14, 15 , 21 , 40	5
	• Adverb	1, 5, 37	3
2.	Antonym		
	• Noun	2, 12	2
	• Adjective	4,16, 24, 25 , 29	5
3.	Denotation	19, 26, 27, 28	4
4.	Parts of speech	31, 32, 33, 34	4
5.	Translation		
	• Verb	8, 20, 30	3
	• Noun	13, 18 , 35	3
	• Preposition	36, 38 , 39	3
			40

**c. Item Characteristics**

Item characteristics are used to know the validity of multiple choice test whether the test items are good or not. The test was tried-out to the respondents outside of the subjects of the research to check the item characteristics. The scores

were analyzed using iteman program with the criteria of the multiple choice selection as follows :

**Table 5. The Criteria of Multiple Choices Selection**

Criteria	Coefficient	Statement
Difficulty level	0.00 – 0.30	Difficult
	0.31 – 0.70	Medium
	0.71 – 1.00	Easy
Description Index	0.00 – 0.20	Bad
	0.21 – 0.40	Adequate
	0.41 – 0.70	Good
	0.71 – 1.00	Very good
Answer proportion	> 0.05	Good function

(Suharsimi Arikunto, 2008:184)

From the formula above, it can be found the valid and invalid items of the test. The computation result shows that there were 6 invalid items out of 46 items in the test while the valid items were 40. The invalid items were the items number 11, 26, 29, 32, 36,40 Then, 40 valid items were used to collect the data on the students’ vocabulary mastery in the actual research, while the invalid items were revised and dropped. The computer print-out can be seen in the Appendix C.

### 3. Reliability of the Test

The researcher found out the reliability of the instrument first before it was used to collect data in the research. It was found by conducting a try-out test of the instrument to the students outside the sample. The test was given before the research started.



To get the result of reliability of the vocabulary test, the researcher used using iteman program. The reliability of the vocabulary test can be known by its reliability coefficient. The computation shows that the reliability coefficient is 0.666. It can be inferred that the instrument of the test is reliable.

To determine the level of the instrument reliability, the norm of categorizing the correlation coefficient was employed. The following practical rule below is the norm proposed by Suharto (2006: 84).

**Table 6. Value of the Reliability Coefficient**

No	Reliability Coefficient	Category
1	0.800 - 1.000	very high
2	0.600 – 0.799	high
3	0.400 – 0.599	Fair
4	0.200 – 0.399	Low
5	0.000 – 0.199	very low

**E. Data Collection Technique**

As mentioned previously, the researcher collected the data by using a vocabulary test. It was given twice to the subjects of the research. The first was given before treatment (pre-test) and the second was given after the treatment (post-test).

The data collection was conducted from April – Juli 2011 in SMPN 1 Depok Sleman. Table 3.7 below presents the time allocation of the implementation of the treatment and the administration of the tests.

**Table 7. Time Allocation of the Implementation of the Treatment and the Administration of the Tests**

Group	Time Allocation		
	Pre - Test	Treatment	Post - test
Experimental	28– 04 - 2011	Tuesday, 03 – 05 – 2011	26–05 – 2011
		Thursday , 05 – 05 – 2011	
		Tuesday , 10 – 05 – 2011	
		Thursday , 12 – 05 - 2011	
		Thursday , 20 – 05 – 2011	
		Tuesday , 24 – 05 - 2011	
Control	29– 04 - 2011	-	27– 05 - 2011

From the table above, it is seen that the pre – test for the experimental group was administreted on 28 April 2011, and the pre – test for the control group was conducted on 29 April 2011. The treatment was conducted every Tuesday and Thursday from 03 may until 24 may 2011. There were 6 times of class meeting. The post – test for the experimental group was held on 26 May 2011, and the post – test for the control group was held on 27 May 2011.

**F. Data Analysis Technique**

There are two kinds of techniques of data analysis used in this research. They are descriptive analysis and inferential analysis. The discussions are as follows:

**1. Descriptive Analysis**

The descriptive analysis in this research is aimed at presenting the variables of this study, namely, treatment and score of the vocabulary test. It employs the result of the Mean and the Standard Deviation of the scores. The mean is the total of all scores or sum of all scores divided by the number of the scores. It is to know the position of the group, whether the group is in high or low position. The Standard Deviation is the square root of the sum average of the squared deviation score.

To make the categorization of the scores of the students’ vocabulary mastery, the ideal Mean Score ( $\bar{x}$ ) and the ideal Standard Deviation Score ( $SD_i$ ) should be found first. The ideal Mean Score is sixty percent of the ideal maximum score, and the ideal Standard Deviation Score is one fourth of ideal Mean Score (Nurgiyantoro, 2001:401). Then, the data can be categorized by the conversion criterion in five scales as follows:

**Table 8. The Conversion Criterion by Five Scales**

Scale Number	Category
(Mean + 1.5 SD) - (above)	————→ Very high
(Mean + 0.5 SD) – (mean + 1.5 SD)	————→ High
(Mean – 0.5 SD) - (mean + 0.5 SD)	————→ Average
(Mean – 1.5 SD) - (mean – 0.5 SD)	————→ Low
(Below) - (mean – 1.5 SD)	————→ Very low

There were 40 items in the test. It was a test which has the value 1 for the correct answer and 0 for the false one. So, in this research the highest score for the test was 40. The ideal mean is  $60\% \times 40 = 24$ . The ideal standard deviation is 25% of 24 equal to 6.

The category of the students’ vocabulary mastery can be seen in Table 9

**Table 9. Categorization of the Students’ Vocabulary Mastery.**

Category	Score Class
Very high	$> 27.2$
High	$20.4 - 27.2$
Average	$13.6 - 20.4$
Low	$6.8 - 13.6$
Very Low	$< 6.8$

## 2. Inferential Analysis

The inferential analysis is employed to make inferences about the population based on the data obtained from the sample. It was used to test the hypothesis whether there was a significant difference between the students who were taught using VCD “*Tell Me More*” on their vocabulary class and those who were not taught using conventional teaching. In this computation, there are the tests of normality, test of homogeneity, and test of hypothesis.

In the analysis of inferential statistics, the researcher also used SPSS 16.00 computer program for Windows to obtain the result of the tests of normality, homogeneity, and the result of *t-test*.

#### **a. Test of Normality**

The normality test was used to examine whether the data scores show the normal distribution. In this case, the Kolmogorov-Smirnov technique is employed. The test of normality is applied to the data of the two groups. Theoretically, if the value of P is higher than or equals to 0.05, the distribution of the variables is stated as normal.

#### **b. Homogeneity Test**

The homogeneity test is to find out whether or not the samples have the homogenous variances, and to show whether or not the samples have the significance. The homogeneity test is calculated by using SPSS 16.00 program.

#### **c. Hypothesis Testing**

The hypothesis testing is used to investigate whether or not the score of both experimental and control groups have homogeneous variance among each. In this study, the *t-test* used was paired-sample *t-test* and independent-sample *t-test*. The paired-sample *t-test* was used to find out the difference of the same sample in different cases, e.g. the difference of an experimental group in the pre-test and post-test. Whereas, the independent-sample *t-test* was used to find out the difference of two samples in the same cases, e.g. the difference of an experimental and control groups in the pre-test (Wijaya, 2009:64). In this case, the data were analyzed using the SPSS 16.00 program by following the rule that the hypothesis is accepted if *t-observed* ( $t_o$ ) is higher than *t-table* ( $t_t$ ).

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This research is quasi-experimental research. It is aimed to compare the vocabulary mastery of the students that were taught by using VCD “*Tell Me More*” in the learning process and those that were not taught using it.

This chapter discusses the main findings which are organized into two sections. They are the research findings and discussion. Each discussion is divided into a number of subdivisions.

#### **A. Research Findings**

The research findings include descriptive and inferential analyses. The descriptive analysis is concerned with the mean and standard deviation. The inferential analysis is pertaining to the normality and homogeneity tests, and the hypothesis test.

##### **1. Descriptive Analysis**

This section describes the test scores of the students of the experimental group, who were taught by using VCD “*Tell Me More*”, and the students of the control group who were taught without using VCD “*Tell Me More*” in the learning process. The data mainly involved the mean and the standard deviation of the students’ scores.

### 1) The Data of the Pre-Test Scores of the Experimental Group

The pre-test of the experimental group was done on Thursday, 06 May 2011. The lowest score gained by the students was 7 and the highest score was 20.

**Table 10. Central Tendency Measurement and Variability of the Pre-Test Scores of the Experimental Group**

Mean	Median	Mode	SD	Range	Min Score	Max Score
14.03	14.00	12	2.962	12	7	20

The frequency distribution of the pre-test scores of the experimental group is shown in Table 2 below:

**Table 11. The Frequency Distribution of the Pre-Test Scores of the Experimental Group**

Interval	Freq (f)	Percent	Valid Percent	Cum Percent	Category
>27.2 - 34	0	0	0	0	Very High
>20.4 - 27.2	0	0	0	0	High
>13.6 - 20.4	20	55.6	55.6	100	Average
>6.8 - 13.6	16	44.4	44.4	44.4	Low
<b>Total</b>	36	100.0	100.0		

Based on the table of the frequency distribution above, it can be seen that in the pre-test for the experimental group no student was in the *very high* and the *high* category, while the number of the students included in the *average* category in the pre-test was twenty students (55.%). The number of the students belonging to the *low* category in the pre-test was sixteen students (44.4%).

### 2) The Data of the Pre -Test Scores of the Control Group

The pre-test of the control group was done on Friday, 07 of May 2011. The lowest score gained by the students was 7 and the highest score was 20. The

instrument for gaining the pre-test of the control group was the same as that for the experimental group.

**Table 12. Central Tendency Measurement and Variability of the Pre-Test Scores of the Control Group**

Mean	Median	Mode	SD	Range	Min.Score	Max.Score
13.81	14.00	15	2.713	13	7	20

The frequency distribution of the pre-test scores of the control group is shown in table 4 below:

**Table 13. The Frequency Distribution of the Pre-Test Scores of the Control Group**

Interval	Freq ( f )	Percent	Valid Percent	Cum Percent	Category
>27.2 - 34	0	0	0	0	Very High
>20.4 - 27.2	0	0	0	0	High
>13.6 - 20.4	21	58.3	58.3	100.0	Average
>6.8 -13.6	15	41.7	41.7	41.7	Low
<b>Total</b>	36	100.0	100.0		

From the table above, it can be seen that in the pre-test for the control group, no student belonged to the *very high*, and the *high* category, while the number of the students who belonged to the *average* category in the pre-test was twenty students (58.3%), and the students who belonged to the *low* category in the pre-test were fifteen students (41.7%).

To know whether two classes have the same ability of vocabulary or not before the treatment, the *t-test* was applied. The result of the *t-test* can be seen in the table below:

**Table 14. Statistical Data of the *t-test* (pre-test)**

Group	N	Mean	SD	To	tt	P
A1 – A2	36	14.03	2.962	0.332	1.994	0.741
	36	13.81	2.713			

Note:

A1: Experimental ; A2 : Control



From the result of the *t-test*, the *t-obtained* is lower than *t-table* at the significance level of 5 % ( $0.332 < 1.994$ ). So, there is no significant difference in the vocabulary mastery between the two groups before the treatment.

### 3) The Data of the Post-Test Scores of the Experimental Group

The post-test of the experimental group was done Thursday, 26 of May, 2011. The lowest score gained by the students was 8 and the high score was 32.

**Table 15. Central Tendency Measurement and Variability of the Post Test Scores of the Experimental Group**

Mean	Median	Mode	SD	Range	Min Score	Max Score
19.69	17.50	13	7.723	24	8	32

The frequency distribution of the post-test scores of the experimental group is shown in table 7 below:

**Table 16. The Frequency Distribution of the Post-test Scores of the Experimental Group**

Interval	Freq ( f )	Percent	Valid Percent	Cum Percent	Category
>27.2 - 34	10	27.8	27.8	100.0	Very High
>20.4 - 27.2	4	11.1	11.1	72.2	High
>13.6 - 20.4	10	27.8	27.8	61.1	Average
>6.8 - 13.6	12	33.3	33.3	33.3	Low
<b>total</b>	36	100.0	100.0		

Based on the table of the frequency distribution above, it can be seen that ten students (27.8%) were categorized into *the very high* category, four students (11.1%) were classified into the *high* category, ten students (27.8%) were in the *average* category, and twelve students (33,3%) were classified into the *low* category.

### 4) The Data of the Post-Test Scores of the Control Group

The post – test of the control group was done on Friday, 27 of May 2011. The lowest score gained by the students is 3 and the high score is 27.

**Table 17. Central Tendency Measurement and Variability of the Post – Test Scores of the Control Group**

Mean	Median	Mode	SD	Range	Min Score	Max Score
15.67	12.00	9	8.106	24	3	27

The frequency distribution of the post – test scores of the control group is shown in table 9 below:

**Table 18. The Frequency Distribution of the Post–Test Scores of the Control Group**

Interval	Freq ( f )	Percent	Valid Percent	Cum Percent	Category
>20.44 – 27.2	15	41.7	41.7	100.0	High
>13.6 – 20.4	2	5.6	5.6	58.3	Average
>6.8 – 13.6	15	41.7	41.7	52.8	Low
>0 – 6.8	4	11.1	11.1	11.1	Very Low
<b>Total</b>	36	100.0	100.0		

Based on the table of the frequency distribution above, it can be seen that fifteen students (41.7%) were categorized into the very *high* category, two students (5.6%) were classified into *average* category, fifteen students (41.7%) were in the *low* category and four students (11.1%) were classified into the *very low* category.

## **2. Inferential Analysis**

### **a) Test of Normality**

The normality test was used to examine whether the data scores show the normal distribution. In this case, the Kolmogorov-Smirnov technique was employed. The test of normality was applied to the data of the two groups.

Theoretically, if the value of P is higher or equals 0.05, the distribution of the variables is normal.

**Table 19. Result of the Normality Test**

Tests	p	Statement
Pre-test experimental	0.250	Normal
Pre-test control	0.524	Normal
Post-test experimental	0.478	Normal
Post-test control	0.105	Normal

\*)P= asymp. It is normal if  $p > 0.05$

The result of the computation shows that the value of the P of four tests is higher than 0.05 with the number of respondents (N) equivalent to 72. This means that the post-test and the pre-test scores are normal.

#### **b) Test of Homogeneity**

This test is intended to know whether or not the population scores are homogeneous. The population can be categorized as homogeneous if the value of the F – obtained (Fo) is lower than that in the table (Ft) ( $0.572 < 1.7$ ). The result of the F – test can be seen in the table below:

**Table 20. The Result of the Homogeneity Test**

Groups	Df	Fo	Ft	P	Decision
A1 – A 2	35; 35	0.572	1.7	0.452	Homogeneous

Note:

A1: the experimental group

A2 : the control group

df : the degree of freedom

Fo : the F – obtained

$F_t$  : the F – table

$p$  : the probability

Table 11 indicates that the vocabulary mastery of the experimental and control group is homogeneous because the value of the  $F - obtained (F_o)$  is lower than the value of the  $F - table (F_t)$  at the significance level of 5% ( $0.572 < 1.7$ ).

### c) Test of Hypothesis

This analysis is intended to know whether there is a significant difference in the vocabulary mastery between the students taught using VCD “*Tell Me More*” and those who are taught without using it.

**Table 21. The Statistical Data of Hypothesis Testing**

Group	N	$\bar{X}$	SD
Experimental	36	19.69	7.723
Control	36	15.67	8.106

Note:

N : The number of subjects in each group

$\bar{X}$  : Mean

SD : Standard Deviation

The statistical data of the students’ test result is presented in table 12. The mean of the post-test of the experimental group was 19.69, while the mean of the post-test of the control group was 15.67. The Standard Deviation of the post-test of the experimental group was 7.723, while the standard deviation of the post-test of the control group was 8.106.

The data in table 21 can be utilized to do further analysis using *t- test*. After calculating by using the *t-test* then the *t-obtained* is calculated and compared with

the *t-table* at the significance level of 5 % to know whether or not the hypothesis is accepted.

The result of the *t-test* is shown in table 13.

**Table 22. The Result of the *t – test***

Groups	df	to	tt 5%	Decision
A1 – A2	70	2.158	1.994	Significant

Note:

A1: the experimental group

A2: the control group

df: the degree of freedom

to : the *t-obtained*

tt : the *t-table*

From the result of the *t-test* (table 13), the value of the *t-obtained* is 2.158, while the *t-table* was 1.994. It means that the *t-obtained* is higher than the *t-table* ( $2.158 > 1.994$ ). Therefore, the hypothesis that says “There is a significant difference in the vocabulary mastery between the eight grade junior high school students who are taught by using VCD “*Tell Me More*” and those who are taught without using it “ is **accepted**.

So it can be concluded that there is a significant difference in the vocabulary mastery between the eighth grade junior high schools student who are taught by using VCD “*Tell Me More*” and those who are taught without using

## **B. Discussion**

“There is a significant difference between vocabulary mastery of the students who were taught by using VCD “*Tell Me More*” and who were taught

without it". Based on the research in SMP N 1 Depok in class VIII E and class VIII F, which each of which consisted of 36 students, it is found that there is a significant difference between vocabulary mastery of the students who were taught using the VCD "*Tell Me More*" and those who were taught without it. It can be seen from the result of the *t-test*, it shows that the value of  $t_o$  (2.158) is higher than the value of  $t_r$  (1.994) at the critical significance level of the 5%.

In class VIII F, as the experimental class taught by using VCD "*Tell Me More*", the mean of the pre-test was 13.92, while in class VIII E, as the control class, the mean was 13.81. In post-test, after the treatments in the experimental class were applied, the mean of the experimental class was 19.69, and the mean of the control class was 15.67. It shows that in experimental class, the vocabulary test grade has increased from 13.92 to 19.69. So, it increases for 5.77 points, while in the control class, the mean increases from 13.81 to 15.67. So, it increases 1.86 points.

The hypothesis is approved as VCD "*Tell Me More*" is such good media which encourage the students to work collaboratively in group where each student shares, supports and helps the students' learning process. So, the learning process occurred efficiently and effectively, and the students' achievement has improved. Besides, VCD "*Tell Me More*" also has components that stimulate the students to improve vocabulary, such as filling in the blanks, games, finding synonyms, etc. Those activities are good to improve the students' vocabulary mastery. While, in the control class the method used is the conventional in which the students worked individually. So, there is no motivation, support and help from other

students. This makes the students solve the problem or learn by themselves, so the achievement is not maximal.

From the discussion above, it can be concluded that the use of VCD "*Tell Me More*" in the English learning process can improve the vocabulary mastery of the eighth grade students of junior high school. Therefore, VCD "*Tell Me More*" can be used as an alternative media for teaching vocabulary.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This last chapter presents the conclusion was taken from the research. It presents also suggestions for the teachers, students, and future researchers as well. This chapter is divided into three parts : conclusions, implications and suggestions.

#### **A. Conclusions**

Based on the research findings and the discussion of the data in the previous chapter, the researcher proposes some conclusions in this chapter. First, the vocabulary mastery of the two groups of the students (who were taught using VCD “*Tell Me More*”) before the treatment is not significantly different. Before the treatment ( pre-test ), the mean score of the experimental group is higher than the control class ( i.e  $13.92 > 13.81$  ). Nevertheless, after the treatment is given to the experimental group, there is a difference in the mean score. The mean score of the experimental group after the treatment is higher than the control class (i.e  $19.69 < 15.67$ ). It means that the treatment given has a positive influence on the students’ vocabulary mastery in the experimental class.

Second, the effect of VCD “*Tell Me More*” on vocabulary mastery in this research can also be seen from the result of the mean of the gained score in the two groups. We can see the mean of the gain score in the experimental group is higher than that in the control group ( $19.69 > 15.67$ ). It proves that the VCD “*Tell*



*Me More*” is more effective to use for the students who were taught with it than those who were taught without using it.

Third, there is a significant difference in the vocabulary mastery between the eighth grade junior high school students who were taught by using VCD “*Tell Me More*” and those who were taught without it. It is proven from the result of the *t-test*. The obtained value of  $t$  is higher than the critical value of  $t$  at the significance level of 5% (i.e  $2.158 > 1.994$ ). In other words, the hypothesis that says “There is a significant difference in the vocabulary mastery between the eighth grade junior high school student who were taught by using VCD “*Tell Me More*” and those who were taught without using the VCD “*Tell Me More*” is **accepted**. Therefore, VCD “*Tell Me More*” can be used in the English learning process as an alternative media.

Based on the statement above, it can be concluded that VCD “*Tell Me More*” affects the students’ vocabulary mastery. VCD “*Tell Me More*” can help students to improve the vocabulary mastery.

## **B. Implications**

Based on the research findings, it was found that there is a significant difference between the achievement score of the students who were taught using VCD “*Tell Me More*” and that of those taught using the conventional teaching. It proves that the VCD “*Tell Me More*” has a significant effect on the students’ achievement. The researcher also gives information to teachers to use alternative media such as a VCD “*Tell Me More*” to help students better develop their

vocabulary mastery. This implies that the selection of appropriate media is very important for the success of the teaching-learning process.

### **C. Suggestions**

With regard to the above conclusion and implication, the researcher proposes the following suggestions.

#### **1. To the Students**

From the research findings, it can be seen that teaching vocabulary using VCD "*Tell Me More*" for a big number of students can increase the students' achievement score. Therefore, the use of the VCD "*Tell Me More*" for a big number of students is accepted to be a big solution in helping the students to have good understanding on the learning materials that can make the students easier in gaining a good achievement.

#### **2. To the English Teachers**

The VCD "*Tell Me More*" can be one of the alternative media used in teaching English, especially in teaching vocabulary, so it will create the new atmosphere in the English teaching and learning process. In implementing this media in the class, the teachers also combine it with other variations of media.

#### **3. To Other Researchers**

I realize that there are some weaknesses in this study. One of them is the data of the study. It happens because of the time limitation given in implementing this study. In this matter, it is important to have research on the same topic. Therefore, other researchers are suggested to have more comprehensive data.

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APPENDIX A  
RESEARCH  
INSTRUMENT  
AFTER TRY-OUT

## VOCABULARY TEST

Choose either a, b, c or d for the correct answer!

Question : 40

Time : 60 minutes

Read the following text and answer questions 1 – 2

Ah! Here are your friends! Now, here are the menus and wine lists. Would you like an appetizer to start with?

1. *Now, here are the menus and wine lists.*

The synonym of the underlined word is . . .

- |           |           |
|-----------|-----------|
| a. prices | c. points |
| b. items  | d. values |

2. *Would you like an appetizer to start with?.*

The antonym of the underlined word is . . .

- |          |             |
|----------|-------------|
| a. begin | c. end      |
| b. open  | d. commence |

3. *You decide to have breakfast in a beautiful hotel. The waiter comes up to you and greets you.*

The underlined word has the closest meaning to . . .

- |             |              |
|-------------|--------------|
| a. servant  | c. guard     |
| b. watchman | d. caretaker |

4. *Two months later, you arrived in front of the villa.*

The antonym of the underlined word is . . .

- |              |             |
|--------------|-------------|
| a. came      | c. departed |
| b. presented | d. left     |

5. *They work quickly. They make hundreds of sandwiches every day.*

The synonym of the word **quickly** is . . .

- |            |             |
|------------|-------------|
| a. rapidly | c. shortly  |
| b. fast    | d. promptly |

6. *The living room is **nice** and big.*

The bold italicized word has a similar meaning as . . .

- |                |              |
|----------------|--------------|
| a. comfortable | c. perfect   |
| b. pleasant    | d. beautiful |

7. *The villa has a large living room with dining space and a small kitchen.*

The word **large** has a similar meaning as . . . .

- a. wide                      c. huge
- b. big                      d. long

8. *Pancakes served with maple syrup.*

The underlined word has a meaning as . . .

- a. to be suitable for a particular use
- b. to give food and drink
- c. to help customer
- d. to provide an area with a product or service

9. *Your table is extremely messy with breadcrumb.* The underlined word has the closest meaning to . . . .

- a. unpleasant              c. untidy
- b. disorder              d. unmanaged

10. *Well yes! The view isn't exhilarating! With this enormous building right in front!*

The underlined word has a similar meaning as the following, **EXCEPT** . . . .

- a. large                      c. big
- b. wide                      d. huge

**Read the following text and answer questions 11 - 14**

A hotel is the home of the guests and tourists when they are away from home. The first impression the guests get from a hotel is the way the doorman and the bellboy at the door and the clerks at the front desk greet them. The guests satisfy with the hotel service by reception they receive. The guests are usually happy if they feel welcome and can get to their rooms quickly.

11. *A hotel is the home of the guests and tourist, ....(line 1)* The underlined word has the closest meaning to . . . .

- a. house                      c. hut
- b. cottage                      d. hotel

12. The first impression the guests get from a hotel is ... . (line 2)

The opposite of the underlined word is . . . .

- a. opinion                      c. view
- b. effect                      d. perspective

13. *... the way the doorman and the bellboy at the door ... .(line 2)* **bellboy** is someone who . . .

- a. carries people's cases to their room in hotel  
b. deal with people arriving a hotel  
c. serves customer at their table in a restaurant  
d. stands at the entrance to a large building such as hotel
14. *The guests are usually happy if they feel welcome ....* (line 4) The underlined word means . . . .  
a. responsible                      c. acceptable  
b. capable                          d. available
- Read the following text and answer questions 15 - 16**
- We have some delicious chocolate cake, pastries, pear or plum tart, fruit salad, ice creams and sorbets, or the chef's specialty: "banana whispers".*
15. The word *delicious* has the closest meaning to . . . .  
a. delighted                      c. nice  
b. enjoyable                      d. tasty
16. *The bedroom is very comfortable.*  
The antonym of the underlined word is . . . .  
a. ugly                      c. dirty  
b. cozy                      d. unpleasant
17. *It's a sort of banana cake with cream, topped with meringue.*  
The underlined word has the same meaning as . . . .  
a. group                      c. arrange  
b. kind                      d. quality
18. *Here you are. We serve continental breakfast, French breakfast, Canadian breakfast ...*  
The word **breakfast** has a similar meaning to . . . .  
a. the main meal of the day  
b. the meal eaten in the middle  
c. the first meal of the day  
d. the meal that you eat in the late morning
19. *You are not satisfied at all, and you call the waiter.*  
What does the word **satisfied** mean? All the answers are correct, EXCEPT . . . .  
a. make us pleasure  
b. make us happy  
c. make us pleasant  
d. make us weary



20. *And you're closer to the tennis courts and children's playgrounds.*

The meaning of **playgrounds** is the place where . . . .

- a. children can play sports
- b. children can play
- c. children can eat
- d. children can study

21. *Although the weather is terrible, I enjoy my vacation in Bali island.*

The synonym of the underlined word is . . . .

- a. foul                      c. awful
- b. vile                      d. horrible

22. *Ani dislike cheeseboards*

The synonym of **dislike** is . . .

- a. despise                      c. hate
- b. can't bear                      d. trust

23. *You're lucky, some people have just called to cancel their reservation, otherwise, the restaurant was full.*

The underlined word has a similar meaning to . . . .

- a. repeal                      c. think
- b. guide                      d. show

24. *Let me take your coats.* The antonym of the underlined word is .

. . .

- a. accept                      c. approve
- b. confirm                      d. give

25. Can you open the shutters?

The antonym of the underlined word is . . . .

- a. unlock                      c. extent
- b. lift                      d. close

26. *Put the dish cover on the food so flies don't walk all over it.*

The underlined word has the closest meaning to . . . .

- a. a kind of animals
- b. a kind of vegetables
- c. a kind of fruits
- d. a kind of foods

27. Read this notice.

**STAFF ONLY**

The notice means . . . .

- a. we should get a room
- b. we can meet a director in this room
- c. the room is only for the staff
- d. the staff cannot get in

28. Read this notice.

**NO LITTERING**

The notice means . . . .

- a. throw your rubbish here
- b. do not throw rubbish here
- c. bring your own rubbish
- d. do not pick up the rubbish

29. *That's a perfect birthday treat.*

The antonym of the words **perfect** is . . . .

- a. complete
- b. well done
- c. messy
- d. best

30. *I'm hungry! Could I have something to eat?"* The meaning of **hungry** is . . . .

- a. feeling that you want to eat
- b. having insufficient
- c. causing you to feel that you want to eat something
- d. showing strong desire for something

31. *We decided to go to the restaurant tonight.*

The part of speech of the word **decided** is . . . .

- a. noun
- b. adjective
- c. verb
- d. adverb

32. *The living room is beautiful and nice.*

The part of speech of the word **beautiful** is . . . .

- a. noun
- b. adjective
- c. conjunction
- d. verb

33. *Your table is extremely messy with breadcrumb.*

The part of speech of the word **extremely** is . . . .

- a. adjective
- b. adverb
- c. noun
- d. verb

34. *Now, here are the menus and wine lists.*

The part of speech of the word **menus** is . . . .

- a. adjective
- b. noun
- c. adverb
- d. verb

35. *The view isn't exhilarating.*

The part of speech of the underlined word is . . . .

- a. noun                      c. adverb
- b. verb                      d. adjective

36. *Where are the sheets? I want to make the beds!*

The meaning of **sheets** is . . . .

- a. bed                      c. pillow
- b. blanket                      d. bedcover

37. *The broom is behind the door.* The meaning of **behind** is . . . .

- a. toward the back of something
- b. further back
- c. person's bottom
- d. at the back of something

38. *Bobby often drinks a glass of coffee every night.*

The synonym of the *underlined* word is . . . .

- a. frequently                      c. occasionally
- b. rarely                      d. sometimes

39. *The hotel is between the mall and market.*

The meaning of **between** is . . . .

- a. on the other side
- b. the relationship of something
- c. separating of objects
- d. share of two or more people

40. *In my back yard, there is a lovely garden.*

The underlined word has the closest meaning to . . . .

- a. amazing
- b. wonderful
- c. awesome
- d. beautiful

**APPENDIX B**  
**SYLLABUS AND**  
**LESSON PLAN**

## SYLLABUS OF CONTROL CLASS

School : SMPN 1 DEPOK  
 Subject : English  
 Grade : VIII  
 Semester : 2

Standard of Competence :

### 9 To express meanings in the short transactional and interpersonal texts in the context of daily life

Basic Competence	Materials	Activities	Indicators	Assessment			Time Allocation	Resources
				Technique	instruments	Example of Instruments		
9.1 To express meanings in short transactional (to get things done) and interpersonal communication using accurate, fluent, and acceptable spoken language	Short conversations. Examples: A : Excuse me, would you watch my lunggage while I go to the	1. the teacher gives an explanation and some examples of expressions asking for, giving and refusing services	<ul style="list-style-type: none"> <li>• asking for and responding about asking for, giving and refusing services.</li> <li>• asking for and responding about asking</li> </ul>	Spoken Test	Pictures from Relevant books	Create a dialogue based on the picture and perform it in front of the class.	4 x 40 minutes	<ul style="list-style-type: none"> <li>• Relevan books</li> <li>• Relevan pictures</li> <li>• VCD “<i>Tell Me More</i>”</li> </ul>

Basic Competence	Materials	Activities	Indicators	Assessment			Time Allocation	Resources
				Technique	instruments	Example of Instruments		
in the context of daily life involving the function of: asking for, giving and refusing services, asking for, giving and refusing goods, asking for, giving and denying informations, asking for, giving and disagreeing opinions, offering, accepting, rejecting somethings	toilet? B : I'm sorry, I can't. I have to go now A : Could you help me, please? B : Sure A : May I have a cup of tea, please? B : Wait a minute A : Would	2. the teacher gives an explanation and some examples of expressions asking for, giving and refusing goods. 3. the teacher gives an explanation and some examples of expressions asking for, giving and denying information	for, giving and refusing goods. • asking for and responding about asking for, giving and disagreeing opinions • asking for and responding about offering, accepting and rejecting somethings					

Basic Competence	Materials	Activities	Indicators	Assessment			Time Allocation	Resources
				Technique	instruments	Example of Instruments		
	<p>you like to give me a piece of paper?</p> <p>B : I'm sorry I don't have it</p> <p>A : Yesterday you sent a short message to me, didn't you?</p> <p>B : Yes, that's right</p> <p>A: You borrowed</p>	<p>s</p> <p>4. the teacher gives an explanation and some examples of expressions asking for, giving and disagreeing opinions</p> <p>5. the teacher gives an explanation and some examples expressions of offering, accepting and</p>						

Basic Competence	Materials	Activities	Indicators	Assessment			Time Allocation	Resources
				Technique	instruments	Example of Instruments		
	<p>my dictionary, didn't you?</p> <p>B : It is not true</p>	<p>rejecting somethings</p> <p>6. the teacher asking for the students to repeat and to pronounce examples of expressions asking for, giving and refusing services</p> <p>7. the teacher asking for the students to repeat and to pronounce</p>						



Basic Competence	Materials	Activities	Indicators	Assessment			Time Allocation	Resources
				Technique	instruments	Example of Instruments		
		<p>examples of expressions asking for, giving and refusing goods</p> <p>8. the teacher asking for the students to repeat and to pronounce examples of expressions asking for, giving and denying information s</p> <p>9. the teacher</p>						

Basic Competence	Materials	Activities	Indicators	Assessment			Time Allocation	Resources
				Technique	instruments	Example of Instruments		
		<p>gives an explanation and some examples of expressions asking for, giving and disagreeing opinions</p> <p>10. the teacher asking for the students to repeat and to pronounce examples of expressions asking for, giving and disagreeing opinion</p>						

Basic Competence	Materials	Activities	Indicators	Assessment			Time Allocation	Resources
				Technique	instruments	Example of Instruments		
		<p>11. the teacher asking for the students to repeat and to pronounce examples of expressions offering, accepting and rejecting somethings</p> <p>12. the teacher asking for the students to practice the dialogue from the text</p>						

Basic Competence	Materials	Activities	Indicators	Assessment			Time Allocation	Resources
				Technique	instruments	Example of Instruments		
		<p>13. the teacher poses a question whether students find difficult words or not</p> <p>14. the teacher asks students to spend a minute thinking alone about the answer</p> <p>15. the teacher asks students to pair off</p>						

Basic Competence	Materials	Activities	Indicators	Assessment			Time Allocation	Resources
				Technique	instruments	Example of Instruments		
		<p>and discuss difficult words used in the dialogues and determine the meaning and the function of sentences in the dialogues</p> <p>16. the teacher asks the pairs to share with the whole class what they have been talking</p>						

Basic Competence	Materials	Activities	Indicators	Assessment			Time Allocation	Resources
				Technique	instruments	Example of Instruments		
		<p>about.</p> <p>17. the teacher poses a question</p> <p>18. the teacher asks students to spend a minute thinking alone about the answer</p> <p>19. the teacher divides the students in group and each group consists of 2 students and</p>						

Basic Competence	Materials	Activities	Indicators	Assessment			Time Allocation	Resources
				Technique	instruments	Example of Instruments		
		<p>asks the students to complete the dialogue using the appropriate expressions.</p> <p>20. the teacher asks to share with the whole class what they have been talking about</p> <p>21. the teacher gives some situations and asks students'</p>						

Basic Competence	Materials	Activities	Indicators	Assessment			Time Allocation	Resources
				Technique	instruments	Example of Instruments		
		<p>opinions related to the situations.</p> <p>22. the teacher asks students to spend a minute thinking alone about the answer</p> <p>23. the teacher asks students to pair off and discuss their answer</p> <p>24. the teacher</p>						



Basic Competence	Materials	Activities	Indicators	Assessment			Time Allocation	Resources
				Technique	instruments	Example of Instruments		
		asks some students perform role plays in front of the class.						

**LESSON PLAN**  
**CONTROL GROUP**

**1**

School : SMPN 1 Depok

Grade / Semester : VIII / 2

Subject : English

**A. Standard of Competence**

9 To express meaning in the short transactional and interpersonal texts in the context of daily life.

**B. Basic Competence**

9.1 To express the meaning in short transactional (*to get thing done*) and interpersonal (*social*) using accurate, fluent, and acceptable spoken language in the context daily life involving the function of : *asking for, giving, refusing services, asking for, giving, refusing goods, asking for, giving and denying informations, asking for, giving, and disagreeing opinions, and offering, accepting, rejecting somethings.*

**C. Indicators**

- Asking for and responding about asking for, giving and refusing services.
- Asking for and responding about asking for, giving and refusing goods.
- Asking for and responding about asking for, giving and denying informations.
- Asking for and responding about asking for, giving and disagreeing opinions.
- Asking for and responding about offering, accepting, and rejecting somethings.

## **D. Objectives**

At the end of the lesson students are able :

1. To ask for by using asking for service expressions.
2. To respond by using giving service expressions.
3. To respond by using refusing service expressions.
4. To ask for by using asking for goods expressions.
5. To respond by using giving goods expressions.
6. To respond by using refusing goods expressions.
7. To ask for by using asking for information expressions.
8. To respond by using giving information expressions.
9. To respond by using denying information expressions.

## **E. Teaching Materials**

Transactional and Interpersonal Text

### **Expression**

#### **1. Asking for goods / services**

- Can you help me?
- Could you come before 10.30?
- Do you think you can ... ?
- May I borrow your .... ?
- Could you help me ... ?
- Would you ... ?

## **2. Giving goods / services**

- Sure
- Okay
- All right
- Yes. what do you want me to do?
- Yes.sure
- Why not?
- No problem
- Certainly

## **3. Refusing to do something**

- I'm sorry. I'm using it
- I dont think I can
- I wish I could, but ...
- I'm afraid not ...

### **Examples :**

#### **Asking for and refusing services**

A : Excuse me, would you watch my lungage while I go to the toilet?

B : I'm sorry, I can't I have to go now.

#### **Asking for and giving services**

A : Could you help me, please?

B : Sure.

### **Asking for and giving goods**

A : May I have a cup of tea, please?

B : Wait a minute.

### **Asking for and refusing goods**

A : Would you like to give me a piece of paper?

B : I'm sorry I don't have it.

## **4. Admittting and Denying Information**

### **Admitting Information**

- Yes, that's right
- Yes, that's true
- Absolutely
- That's it

### **Denying Information**

- No, It isn't. Actually ...
- I'm afraid that's wrong
- It is not true

### **Examples :**

#### **Admitting Information**

A : Yesterday you sent a short message to me, didn't you?

B : Yes, that's right.

### **Denying Information**

A : You borrowed my dictionary. Didn't you?

B : It is not true.

**F. Time Allocation** : 2 x 40 minutes

**G. Teaching Method / Technique** : Three Ps Technique ( Presentation Practice Production)

### **H. Teaching Learning Process**

#### **1. Opening Activities**

- a. greeting
- b. praying
- c. checking attendance
- d. appreception
- e. goal stating

#### **2. Main Activities**

##### **Presentation**

- a. The teacher gives an explanation and some examples of expressions asking for, giving and refusing services.
- b. The teacher gives an explanation and some examples of expressions asking for, giving and refusing the goods.
- c. The teacher gives an explanation and some examples of expression asking for, giving and denying informations.

### **Practice**

- a. The teacher is asking for the students to repeat and to pronounce examples of expressions asking for, giving and refusing service.
- b. The teacher is asking for the students to repeat and to pronounce examples of expression asking for, giving and refusing goods.
- c. The teacher is asking for the students to repeat and to pronounce example of expressions asking for, giving and denying informations.
- d. The teacher is asking for the students to practice the dialogue from the text.
- e. The teacher poses a question whether students find difficult words or not.
- f. The teacher asks the students to spend a minute thinking alone about the answer.
- g. The teacher asks students to pair off and discuss difficult word used in the dialogues and determine the meaning and the function of sentences in the dialogue.

### **Production**

- a. The teacher poses a question.
- b. The teacher asks the students to spend a minute thinking alone about the answer.
- c. The teacher divides the students in group and each group consist of 2 students and ask the students to complete the dialogue using the appropriate expressions.
- d. The teacher asks whole class what they have been talking about.

- e. The teacher give some situations and ask students opinion related to the situations.
- f. The teacher asks students to spend a minut thinking alone about the answer
- g. The teacher asks students to pair off and discuss the answer.
- h. Some students perform role plays in front of the class.

### **3. Closing Activities**

- a. The teacher asks students' difficulties.
- b. The teacher makes conclusion about the material.
- c. The teacher gives assignment to students to use those expression in real situation.

## **I. Assesment**

### **1. Technique : Spoken Test**

#### **2. Instruments**

- a. The teacher gives students some question in spoken form

*examples :*

- Could you help me please ?
- Could you clean the black board, please ?

- b. The teacher divides the students into some groups consists of 2 students.
- c. The teacher asks student to match the question and reply with correct expressions of asking for goods / services, giving goods / services and refusing to do something.

*example :*



1. Can I borrow your pen, please?	a. I'm sorry. I want to buy a book my self
2. Could you lend me your dictionary, please?	b. Sure. Here you are
3. May I borrow your sport shoes, please?	c. I'm afraid you can't. My father's reading it
4. Could you lend me your scissors, please?	d. Of course, It's on my desk.
5. Can I borrow your newspaper for a moment?	e. Sorry. I don't have ones. I have lost them
6. Could you lend me some money, please?	f. OK, but I'm afraid they are a bit dirty. I have worn them to go jogging

d. The teacher asks student to complete dialogues with correct expression of denying or admitting information.

*examples :*

- 1) Fredy : I heard you got an accident when you were in Surabaya.  
Elizabeth : .... However, it was just a small accident.
- 2) WayanLegawa : Didn't you go to Solo last week?  
Adi : .... I bought some batik clothes there.

## **J. Resources**

1. Relevant books
2. Relevant Pictures

Mengetahui  
Kepala Sekolah

Depok, May 2011  
Guru Bahasa Inggris

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NIP 19551107 197703 1 002

Sudaryanto, S.Pd.  
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**LESSON PLAN**  
**CONTROL GROUP**

**2**

School : SMPN 1 Depok

Grade / Semester : VIII / 2

Subject : English

**A. Standard of Competence**

9 To express meaning in the short transactional and interpersonal texts in the context of daily life

**B. Basic Competence**

9.1 To express the meaning in short transactional (*to get thing done*) and interpersonal (*social*) using accurate, fluent, and acceptable spoken language in the context daily life involving the function of : *asking for, giving, refusing services, asking for, giving, refusing goods, asking for, giving and denying information, asking for, giving, and disagreeing opinion, and offering, accepting, rejecting something.*

**C. Indicators**

- Asking for and responding about asking for, giving and refusing services.
- Asking for and responding about asking for, giving and refusing goods.
- Asking for and responding about asking for, giving and denying informations.
- Asking for and responding about asking for, giving and disagreeing opinions.
- Asking for and responding about offering, accepting, and rejecting somethings.

#### **D. Objectives**

At the end of the lesson students are able :

1. To respond by using asking for opinion expressions.
2. To respond by using giving opinion expressions.
3. To respond by using disagreeing opinion expressions.
4. To respond by using offering something expressions.
5. To respond by using accepting something expressions.
6. To respond by using rejecting something expressions.

#### **E. Teaching Materials**

Transactional and Interpersonal Text.

#### **Expression**

##### **1. Asking for, Giving and Disagreeing Opinion**

###### **Asking for Opinion**

- What do you think of ... ?
- What is your opinion about ... ?
- Do you think that ... ?
- What do you think?
- What would say about ... ?

###### **Giving opinion**

- In my opinion, ...
- In my humble opinion, ...
- To say frankly, ...

- I think ...
- I suppose ...
- I guess ...

### **Disagreeing Opinion**

- I can't say anything
- I don't think so
- That's good idea, but . . .

## **2. Offering, Accepting and Rejecting Something**

### **Offering Something**

- Can I help you?
- Let me help you
- Would you like any help?
- May I help you?
- What can I do to help you?
- Is there anything I can do for you

### **Accepting Something**

- Yes. Please
- I need your help

### **Rejecting Something**

- No, thank you
- That's vey kind of you, but I can manage my self
- No, don't bother, really.

**F. Time Allocation :** 2 x 40 minutes

**G. Teaching Method / Technique :** Three Ps Technique (Presentation Practice Production)

**H. Teaching Learning Process**

**1. Opening Activities**

- a. Greeting
- b. Praying
- c. Checking attendance
- d. Appreception
- e. Goal stating

**2. Main Activities**

**Presentation**

- a. The teacher gives an explanation and some examples of expressions asking for giving and disagreeing opinion.
- b. The teacher gives an explanation and some examples of expression offering, accepting and rejecting something.

**Practice**

- a. The teacher is asking for the students to repeat and to pronounce examples of expressions asking for, giving opinion and disagreeing opinion.
- b. The teacher is asking for the students to repeat and to pronounce examples of expression offering, accepting and rejecting something.

- c. The teacher is asking for the students to practice the dialogue from the text.
- d. The teacher poses a question whether students find difficult words or not.
- e. The teacher asks students to spend a minute thinking alone about the answer.
- f. The teacher asks students to pair off and discuss difficult word used in the dialogues and determine the meaning and the function of sentences in the dialogue.

### **Production**

- a. The teacher poses a question.
- b. The teacher asks students to spend a minute thinking alone about the answer.
- c. The teacher divides the students in group and each group consist of 2 students and ask the students to complete the dialogue using the appropriate expressions.
- d. The teacher asks whole class what they have been talking about.
- e. The teacher give some situations and ask students opinion related to the situations.
- f. The teacher asks students to spend a minute thinking alone about the answer.
- g. The teacher asks students to pair off and discuss the answer.
- h. Some students perform role plays in front of the class.

### **3. Closing Activities**

- a. The teacher asks students' difficulties.
- b. The teacher makes conclusion about the material.

- c. The teacher gives assignment to students to use those expression in real situation.

## **I. Assesment**

### **1. Technique : Spoken Test**

### **2. Instruments**

- a. The teacher gives students some question in spoken form

*example :*

- what is on your opinion about the weather today?
- can I help you, sir ?

- b. The teacher divides the students into some groups consists of 2 students.

- c. The teacher asks students to underlined the expression of asking and giving an opinion.

*example :*

#### **Underlined the expression of asking and giving opinion.**

1. Maia : Do you think this dress appropriate for me?

Mulan : I don't think so. The color is too bright for you.

Maia : What about this one? Is it Okay?

Mulan : I think it is more beautiful than the red one. Fit it, please.

Maia : Ok. If it is appropriate for me, I'll take it.

2. Hafid : What do you think about my roommate?

Parmin : Who? Wisnu or Sambu?

Hafid : Sambu.

Parmin : I think he is friendly. He always greets me when I meet him.

Hafid : Yes, you're right.

3. Indro : Do you think that this red rose is very beautiful?

Indri : Yes, the red rose is very beautiful, but I prefer the pink one.

Indro : Do you want it? Let me buy it for you.

Indri : Thank you very much.

## **J. Resources**

1. Relevant books
2. Relevant Pictures

Mengetahui  
Kepala Sekolah

Depok, May 2011  
Guru Bahasa Inggris

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## SYLLABUS OF EXPERIMENTAL CLASS

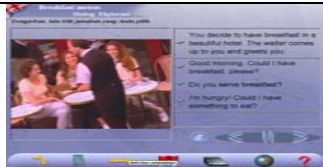
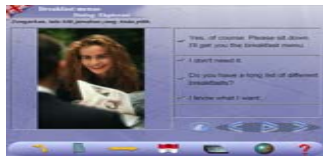
School Name : SMPN 1 Depok

Class : VIII

Lesson : English

Semester : 2

Standard of Competence : 9. Expressing meaning in the short transactional and interpersonal texts in the context of daily life.

Basic Competence	Materials	Activities	Indicators	Assesment			Time Allocation	Resource
				Technique	Instrumen	Example of Instruments		
Expressing meaning in the short transactional ( <i>to get things done</i> ) and interpersonal ( <i>to socialize</i> ) using accurate, fluent, and	Short conversations. Examples: A : Excuse me, would you watch my luggage while I go to the	<b>1. Opening Activities (10 minutes)</b> a. Greeting b. Praying c. Checking attendance d. The teacher reviews the	<ul style="list-style-type: none"> <li>Asking for and refusing services</li> <li>asking for and giving and refusing goods.</li> </ul>	Spoken	VCD "Tell Me More"	 	2 x 40'	1. VCD "Tell Me More" 2. Relevant books

<p>acceptable spoken language in the context of daily life involving the functions of : <i>asking for, giving, refusing service, asking for, giving, refusing goods, asking for, giving and denying information, asking for, giving and disagreeing opinions, and offering, accepting, rejecting somethings.</i></p>	<p>toilet?</p> <p>B : I'm sorry, I can't. I have to go now</p> <p>A : Could you help me, please?</p> <p>B : Sure</p> <p>A : May I have a cup of tea, please?</p> <p>B : Wait a minute</p>	<p>last material</p> <p>e. The teacher checks the students understanding about the media</p> <p>f. The teacher gives apperception to the students</p> <p><b>2. Main activities ( 60 minutes )</b></p> <p><b>Presentation</b></p> <p>a. The teacher shows some example of dialog <i>asking for, giving and refusing</i></p>	<ul style="list-style-type: none"> <li>• asking for admittin g facts.</li> <li>• asking for and giving opinion.</li> </ul>					
--	---	--	--	--	--	--	--	--

	<p>A : Would you like to give me a piece of paper?</p> <p>B : I'm sorry I don't have it</p> <p>A : Yesterday you sent a short message to me, didn't you?</p> <p>B : Yes, that's right</p>	<p><i>services</i></p> <p>b. The teacher asks them to identify what the people are doing by illustrating the dialog</p> <p>c. The teacher explains what the people are doing by identifying the highlighted words.</p> <p>d. The teacher explains the meaning of the sentence based on the situation on the dialog</p>						
--	---	--	--	--	--	--	--	--

	<p>A: You borrowed my dictionary, didn't you?</p> <p>B : It is not true</p>	<p>e. The teacher asks the students to repeat the correct pronunciation</p> <p>f. The teacher asks the students whether they have any questions or not</p> <p>g. The teacher and the students make a simple discussion to identify the expression of <i>asking for</i>, <i>giving</i> and</p>						
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		<p><i>refusing services</i></p> <p>h. The teacher gives some dialogs and asks the students to identify the meanings and expressions on the slide by using VCD “<i>Tell Me More</i>”</p> <p>i. The teacher asks them to identify the meanings and expressions used in the text</p> <p>j. The teacher</p>						
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		<p>explains the expression pattern of the highlighted sentences</p> <p>k. The teacher asks them to put an appropriate expression based on the dialog</p> <p><b>Practice</b></p> <p>a. The teacher asks some students to identify some sentence in the dialog on the slide and fill in</p>						
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		<p>them with the appropriate expressions</p> <p>b. The students who are pointed out by the teacher go forward in front of class to identify some expressions on the dialog</p> <p>c. The teacher and the students discuss the answer</p> <p>d. The teacher</p>						
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		<p>reviews all the answer and present some vocabularies and expressions related to the dialog</p> <p>e. The teacher asks the students to identify the meaning of the word orally based on the situation on the dialog</p> <p>f. The teacher gives another activity to</p>						
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		<p>be done and practiced by students in pairs on the slide by using VCD <i>“Tell Me More”</i></p> <p>g. The teacher monitors the students’ participatio n</p> <p>h. The teacher and the students discuss the answer together</p>						
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		<b>Production</b>  i. The teacher reviews the materials that have been explained j. The teacher gives some situations k. The teachers asks the students to spend a minute to make a short dialog based on the situation l. Some students perform role						
--	--	--	--	--	--	--	--	--

		<p>plays in front of class</p> <p><b>3. Closing</b></p> <p>m. The teacher asks the students' difficulties.</p> <p>n. The teacher and the students make conclusions about the materials.</p> <p>o. Teacher gives assignments to the students to use those expressions in real situation.</p>						
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**LESSON PLAN**  
**EXPERIMENTAL CLASS**

**1**

School : SMPN 1 Depok  
Grade / Semester : VIII / 2  
Subject : English  
Skill : Speaking  
Texts : Transactional and Interpersonal Texts  
Time Allocation : 2 x 40'

**A. Standard of Competence**

9. Expressing meaning in the short transactional and interpersonal texts in the context of daily life.

**B. Basic Competence**

9. 1 Expressing meaning in the short transactional (*to get things done*) and interpersonal (*to socialize*) using accurate, fluent, and acceptable spoken language in the context of daily life involving the function of : *asking for, giving, refusing service; asking for, giving, refusing goods; asking for, giving and denying information; asking for, giving and disagreeing opinions, and offering, accepting, rejecting something.*

### **C. Indicators**

1. Identifying the vocabularies in the short transactional and interpersonal texts *about asking for, giving and refusing services.*
2. Students are able to identify all information in the short transactional and interpersonal texts about *asking for, giving and refusing services.*
3. Students are able to express all information in the short transactional and interpersonal texts about *asking for, giving and refusing services.*

### **D. Learning Objectives**

Students can do communicative interaction involving transactional and interpersonal texts meaningfully and acceptably by expressing meanings in the functions of :  
*asking for, giving and refusing services*

### **E. Teaching Materials**

#### **1. Expressions**

##### **Asking for Services**

- Can you help me?
- Would you . . .?
- Could you help me . . .?
- May I borrow your . . .?

##### **Giving Services**

- Sure
- Okay
- No Problem

- Certainly, etc.

### **Refusing Services**

- I'm sorry. I'm using it
- I don't think I can
- I wish I could, but . . .
- I'm afraid not . . .

## **2. Vocabulary**

- Daily Needs
- Words related to social values

## **3. Gambits**

- Not bad
- Great

## **F. Teaching Method : PPP (Presentation Practice Production)**

### **G. Teaching and Learning Process**

#### **1. Opening Activities ( 10 minutes)**

- Greeting.
- Praying.
- Checking attendance.
- The teacher reviews the last material.
- The teacher checks the students understanding about the media.
- The teacher gives apperception to the students.

## 2. Main activities ( 60 minutes )

### Presentation


- The teacher shows some example of dialog *asking for, giving and refusing services*.
- The teacher asks them to identify what the people are doing by illustrating the dialog.
- The teacher explains what the people are doing by identifying the highlight word.


the sample of dialog is as follows :

The screenshot shows a software interface for a language learning activity. At the top left, there is a small Union Jack flag. The title 'Breakfast menus' is displayed in a bold, sans-serif font. Below it, the subtitle 'Dialog: Ekplorasi' is shown. A line of text in Indonesian reads 'Dengarkan, lalu klik jawaban yang Anda pilih.' (Listen, then click the answer you choose). The main area is divided into two parts: on the left, a photograph of several loaves of bread in a wicker basket on a table with a checkered cloth; on the right, a list of four dialog options, each preceded by a small mouse cursor icon. The options are: 'I'm sorry, we don't have any.', 'What do you have, then?', 'I'll have plain bread, then.', and 'Could I have some wholemeal bread?'. Below the dialog options are three navigation buttons: a circular button with a document icon, and two blue arrow buttons (left and right). At the bottom of the interface is a horizontal toolbar with several icons: a yellow arrow pointing left, a small blackboard icon, a yellow arrow pointing right, the Indonesian flag, a calculator icon, a globe icon, and a red question mark icon.

- The teacher explains the meaning of the sentence based on the situation on the dialog.

- e. The teacher asks the students to repeat the correct pronunciation.
- f. The teacher asks the students whether they have any question or not.
- g. The teacher and students make a simple discussion to identify the expression of *asking for, giving and refusing services*.
- h. The teacher gives some dialogs and asks the students to identify the meaning and expression on the slide by using VCD “*Tell Me More*”.

 **Breakfast menus**  
Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*











You decide to have breakfast in a beautiful hotel. The waiter comes up to you and greets you.

Good morning. Could I have breakfast, please?

Do you serve breakfast?


I'm hungry! Could I have something to eat?



   **Aktivitas selanjutnya**    



**Breakfast menus**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*



Yes, of course. Please sit down. I'll get you the breakfast menu.

I don't need it.

Do you have a long list of different breakfasts?

I know what I want.

**Breakfast menus**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*



Here you are. We serve continental breakfast, French breakfast, Canadian breakfast...

A continental breakfast, please.

What's a French breakfast?

What's a Canadian breakfast?

 **Breakfast menus**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*



It's French bread, 'baguette', with butter and jam.

No, I always have that!

And croissants?

Hum, yes, I love French bread.







- i. The teacher asks them to identify the meaning and expression used in the text.
- j. The teacher explains the expression pattern of the highlighted sentence.
- k. The teacher asks them to put an appropriate expression based on the dialog.


### Practice


- a. The teacher asks some students to identify some sentences in the dialog on the slide and fill them with the appropriate expression.


 **Breakfast menus**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*




- ☛ Pancakes served with maple syrup.
- ☛ I'd like to have a healthy breakfast!
- ☛ No, that's too filling.
- ☛ Yes, I'll have some.







 **Breakfast menus**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*



- ☛ What would you like to have, then?
- ☛ Do you have cream cheese or yogurt?
- ☛ I'll have some English toast, with marmalade.
- ☛ I'll just have croissants, please.

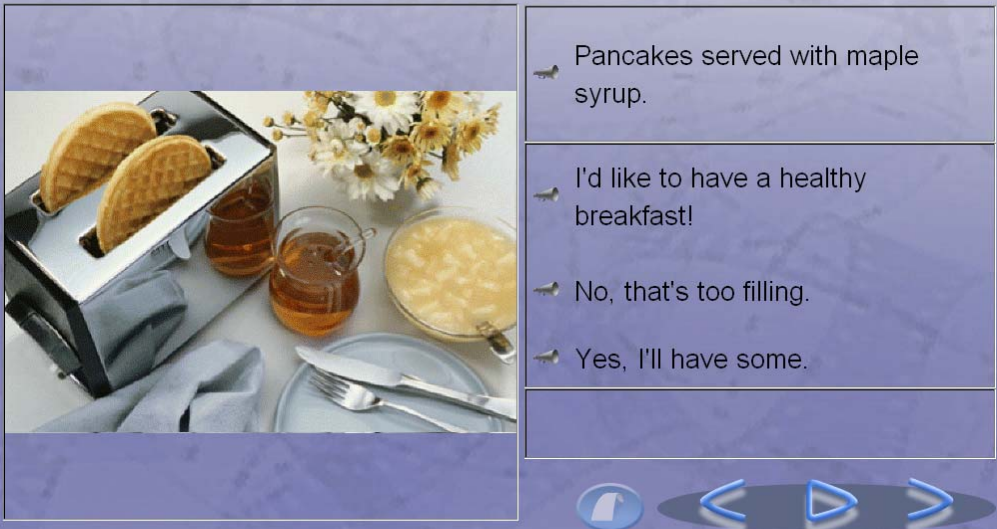






- b. Some students who are pointed out by the teacher go forward in front of class to identify some expressions on the dialog.
- c. The teacher and the students discuss the answer.
- d. The teacher reviews all the answer and present some vocabularies and expressions related to the dialog.
- e. The teacher asks the students to identify the meaning of the word orally based on the situation on the dialog.
- f. the teacher gives another activity to be done and practiced by the students in pairs on the slide by using VCD “*Tell Me More*”.

**Breakfast menus**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*





Pancakes served with maple syrup.

I'd like to have a healthy breakfast!

No, that's too filling.

Yes, I'll have some.

 **Breakfast menus**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*





✎ We also have sesame bread rolls, doughnuts, buns...

✎ No, that will be too much.

✎ Give me three buns.

✎ Do you have apple tart?





 **Breakfast menus**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*



✎ We have fruit cake, toast, pancakes...


✎ I shouldn't eat too much.

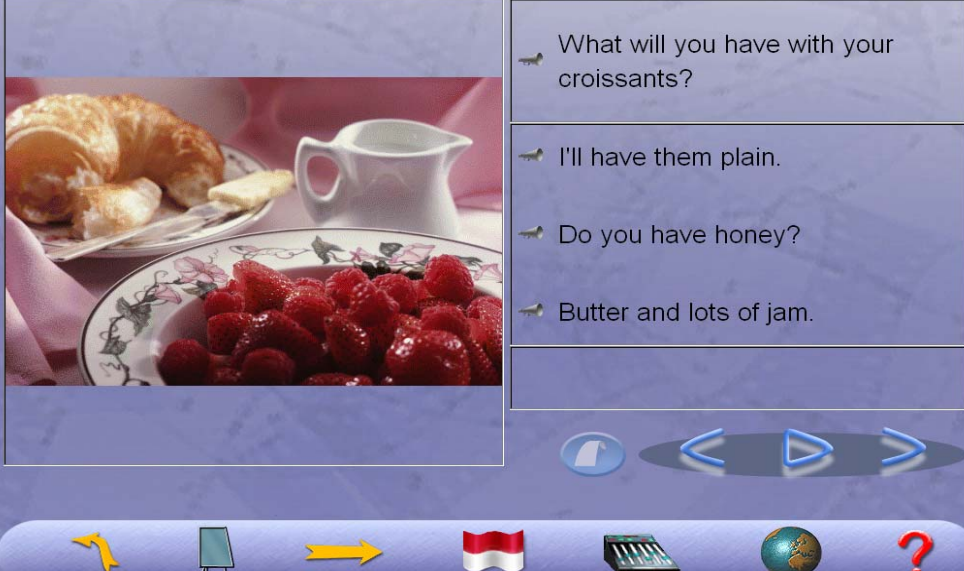
✎ Yes, give me some toast.

✎ I know that.





 **Breakfast menus**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*



What will you have with your croissants?

I'll have them plain.

Do you have honey?

Butter and lots of jam.

- g. The teacher monitors the students' participation.
- h. The teacher and students discuss the answer together.

### **Production**

- a. The teacher reviews the materials that have been explained.
- b. The teacher gives a situation and asks the students to make a dialog.

#### **Situation**

You decide to have lunch in a beautiful restaurant. The waiter comes on you and greets you.

- c. The teacher asks the students to spend a minute to practice a short dialog based on the situation.
- d. Some students perform role plays in front of class.

### **3. Closing**

- a. The teacher asks the students' difficulties.
- b. The teacher and the students make conclusions about the materials.
- c. The teacher gives assignment to the students to use those expressions in real situation.

### **H. Assesment**

Spoken Test

### **I. Resources**

1. Relevant Books
2. VCD "*Tell Me More*"

Approved by

Depok, May 2011

Teacher

Researcher

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**LESSON PLAN**  
**EXPERIMENTAL CLASS**

**2**

School : SMPN 1 Depok  
Grade / Semester : VIII / 2  
Subject : English  
Skill : Speaking  
Texts : Transactional and Interpersonal Texts  
Time Allocation : 2 x 40'

**A. Standard of Competence**

9. Expressing meaning in the short transactional and interpersonal texts in the context of daily life.

**B. Basic Competence**

9. 1 Expressing meaning in the short transactional (*to get things done*) and interpersonal (*socialize*) using accurate, fluent, and acceptable spoken language in the context of daily life involving the function of : *asking for, giving, refusing services; asking for, giving, refusing things; asking for, giving and denying information; asking for, giving and disagreeing opinions, and offering, accepting, rejecting something.*



### **C. Indicators**

1. Identifying the vocabularies in the short transactional and interpersonal texts *about asking for, giving and refusing things.*
2. Students are able to identify all information in the short transactional and interpersonal texts about *asking for, giving and refusing thing.*
3. Students are able to express all information in the short transactional and interpersonal texts about *asking for, giving and refusing things.*

### **D. Learning Objectives**

Students can do communicative interaction involving transactional and interpersonal texts meaningfully and acceptably by expressing meanings in the functions of :  
*asking for, giving and refusing things.*

### **Teaching Materials**

#### **1. Expression**

##### **Asking for Things**

- Can I have some?
- May I borrow your pencil?
- Will you open the door
- May I use your phone?

##### **Giving Things**

- My Pleasure
- Sure. Here you are
- No Problem

### **Rejecting Things**

- I'm sorry. I'm using it
- I don't think I can
- I wish I could, but . . .
- I'm afraid not . . .

### **2. Vocabulary**

- Daily Needs
- Words related to social values

### **3. Gambits**

- Not bad
- Great

## **E. Teaching Method : PPP (Presentation Practice Production)**

## **F. Teaching and Learning Process**

### **1. Opening Activities ( 10 minutes)**


- a. Greeting.
- b. Praying.
- c. Checking attendance.
- d. The teacher reviews the last material.
- e. The teacher checks the students understanding about the media.
- f. The teacher gives apperception to the students.


## 2. Main activities ( 60 minutes )

### Presentation

- The teacher shows some example of dialog *asking for, giving and refusing things*.
- The teacher asks them to identify what the people are doing by illustrating the dialog.
- The teacher explains what the people are doing by identifying the highlight words.

the sample of dialog is as follows :

 **'Still hungry?'**  
Dialog: Ekplorasi  
Dengarkan, lalu klik jawaban yang Anda pilih.



➤ After a few minutes, the waiter comes with a big tray.


➤ What's this?


➤ Is that my tea?


➤ Where's the milk?


Navigation icons: back, forward, search, and a red question mark.


- d. The teacher explains the meaning of the sentence based on the situation on the dialog.
- e. The teacher asks the students to repeat the correct pronunciation.
- f. The teacher asks the students whether they have any questions or not.
- g. The teacher and students make a simple discussion to identify the expression of *asking for*, *giving* and *refusing things*.
- h. The teacher gives some dialogs and asks the students to identify the meaning and expression on the slide by using VCD “*Tell Me More*”.

 **'Still hungry?'**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*




 Your white coffee, sir.


 I didn't order white coffee!


 I ordered black coffee!

I think it's for the next table. I wanted black coffee.

untuk; selama; karena; bagi; dengan; atas; di; pada





 **'Still hungry?'**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*



- I'm sorry, I'll change it right away.
- Could you also bring more butter?
- We haven't got enough jam.
- This honey is sticky!

Navigation icons: back, forward, search, and a red question mark.

 **'Still hungry?'**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*



- You are not satisfied at all, and you call the waiter.
- Waiter! This coffee's too weak!
- My tea's too strong!
- This bread is stale!


Navigation icons: back, forward, search, and a red question mark.

- i. The teacher asks them to identify the meaning and expression used in the text.
- j. The teacher explains the expression pattern of the highlighted sentence.
- k. The teacher asks them to put an appropriate expression based on the dialog.

## Practice

- a. The teacher asks some students to identify some sentences in the dialog on the slide and fill them with the appropriate expression.

**'Still hungry?'**  
Dialog: Eksplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*





☐ I'm sorry about that. Let me take it. I'll bring you another one.

☐ Just give me some hot water and a tea bag.

☐ No, if I can have some hot water, it'll be fine.


☐ I'd appreciate that.

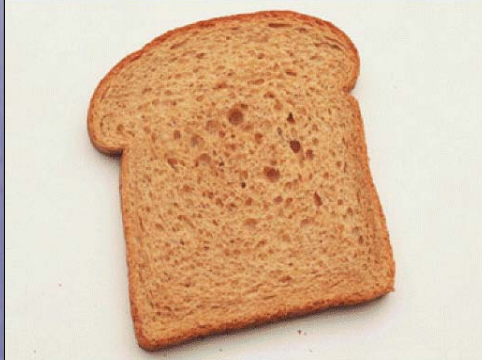
 **Next**



- b. Some students who are pointed out by the teacher go forward in front of class to identify some expressions on the dialog.
- c. The teacher and the students discuss the answer.
- d. The teacher reviews all the answer and present some vocabularies and expressions related to the dialog.
- e. The teacher asks the students to identify the meaning of the word orally based on the situation on the dialog.
- f. The teacher gives another activity to be done and practiced by the students in pairs on the slide by using VCD “*Tell Me More*”.



 **'Still hungry?'**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*





Here you are. Do you have everything you need now?


Yes, I think so.

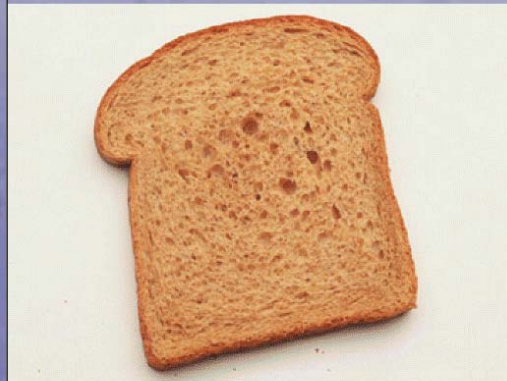
Can I also have another slice of bread?

Yes, we're fine, thank you.





 **'Still hungry?'**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*





I'll bring you some right away.


Make it two slices!

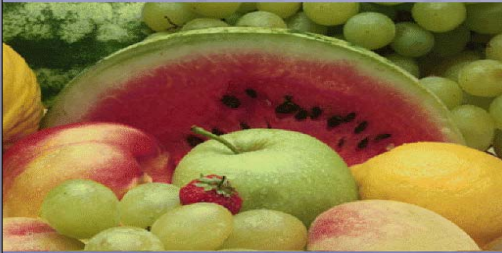
I'm not eating all your bread, am I?

Yes, please.





 **'Still hungry?'**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*



You have almost finished eating your breakfast. The waiter comes back to ask you if you would like anything else.


I'm still hungry. Do you have any cereals?

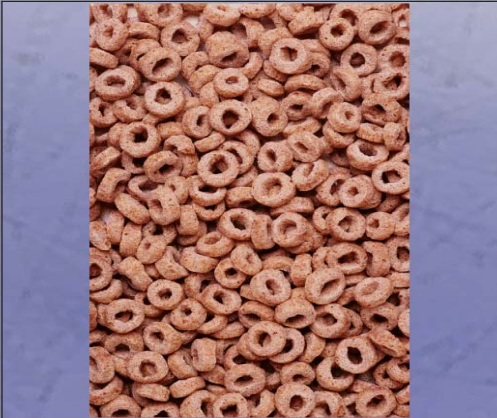
Do you have muesli?

I would like to have some fruit.

Next

Navigation icons: back, forward, home, search, and other controls.

 **'Still hungry?'**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*



Which kind would you like?

Do you have cornflakes?

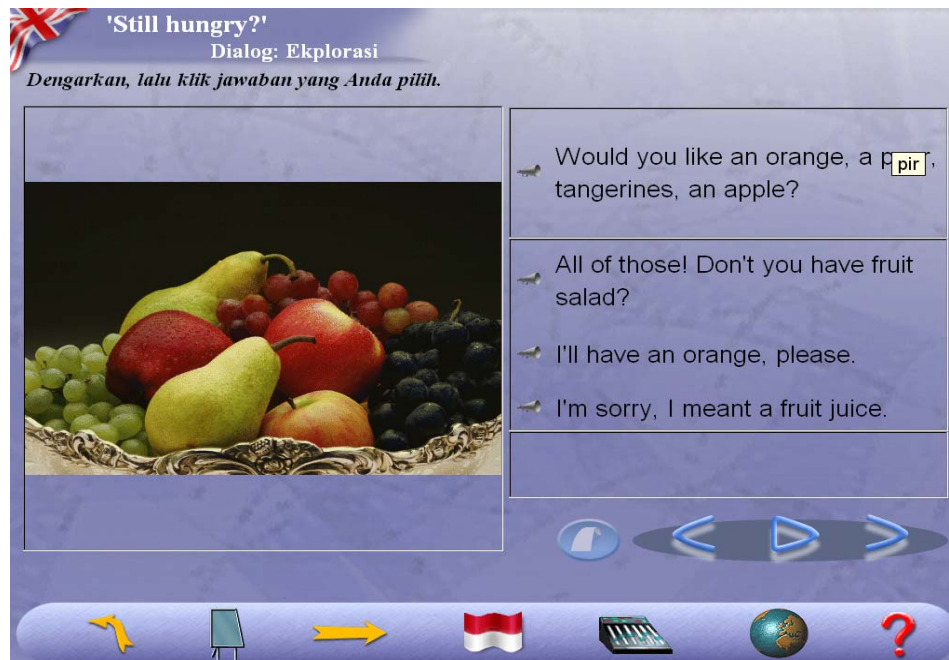
Porridge gives me energy in the winter!

I usually have oatmeal cereal.

Navigation icons: back, forward, home, search, and other controls.

Navigation icons: back, forward, home, search, and other controls.





- g. The teacher monitors the students' participation.
- h. The teacher and the students discuss the answer together.

### Production

- a. The teacher reviews the materials that have been explained.
- b. the teacher gives some situations and asks the students to make a dialog.

1. You are not satisfied at all, and then you called the waiter
2. You have almost finished eating your breakfast. The waiter comes back to ask you. If you would like anything else

- c. The teacher asks the students to spend a minute to practice a short dialog based on the situation.

- d. Some students perform role plays in front of class.

### **3. Closing**

- a. Teacher asks the students' difficulties.
- b. The teacher and the students make conclusions about the materials.
- c. The teacher gives assignment to the students to use those expressions in real situation.

### **G. Assesment**

Spoken Text

### **H. Resources**

- 1. Relevant Books
- 2. Relevant Pictures
- 3. VCD "*Tell Me More*"

Approved by

Depok, May 2011

Teacher

Researcher

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NIM.06202244005

**LESSON PLAN**  
**EXPERIMENTAL CLASS**

**3**

School : SMPN 1 Depok  
Grade / Semester : VIII / 2  
Subject : English  
Skill : Speaking  
Texts : Transactional and Interpersonal Texts  
Time Allocation : 2 x 40'

**A. Standard of Competence**

9. Expressing meaning in the short transactional and interpersonal texts in the context of daily life.

**B. Basic Competence**

9. 1 Expressing meaning in the short transactional (*to get things done*) and interpersonal (*to socialize*) using accurate, fluent, and acceptable spoken language in the context of daily life involving the function of : *asking for, giving, refusing services; asking for, giving, refusing things; asking for, giving and denying informations; asking for, giving and disagreeing opinions, and offering, accepting, rejecting something.*

### **C. Indicators**

1. Identifying the vocabularies in the short transactional and interpersonal texts *about asking for, giving and denying informations.*
2. Students are able to identify all information in the short transactional and interpersonal texts about *asking for, giving, and denying informations.*
3. Students are able to express all information in the short transactional and interpersonal texts about *asking for, giving and denying informations.*

### **D. Learning Objectives**

Students can do communicative interaction involving transactional and interpersonal texts meaningfully and acceptably by expressing meanings in the functions of :

*asking for, giving and denying informations*

### **Teaching Materials**

#### **1. Expressions**

##### **Asking for Informations**

- What are you doing?
- Are you free now?
- Do you have time now?
- What do you do on Saturday night?

##### **Giving Informations**

- Nothing
- Yes, I am .
- Absolutely

### **Denying Informations**

- No, I am not
- No, I do not
- No, I haven't
- Nothing, I just stay at home

### **2. Vocabulary**

- Daily Needs
- Words related to social values

### **3. Gambits**

- Not bad
- Great

## **E. Teaching Method : PPP (Presentation Practice Production)**

## **F. Teaching and Learning Process**

### **1. Opening Activities ( 10 minutes)**


- a. Greeting.
- b. Praying.
- c. Checking attendance.
- d. The teacher reviews the last material.
- e. The teacher checks the students understanding about the media.
- f. The teacher gives apperception to the students.


## 2. Main activities ( 60 minutes )

### Presentation

- The teacher shows some example of dialog *asking for, giving and denying informations.*
- The teacher asks them to identify what the people are doing by illustrating the dialog.
- The teacher explains what the people are doing by identifying the highlight word.

the sample of dialog is as follows :

 **The menu**  
Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*

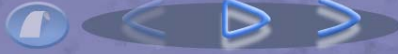



You have invited some friends to go to a restaurant to celebrate your birthday. You arrive at the restaurant:

I phoned a few days ago to book a table.

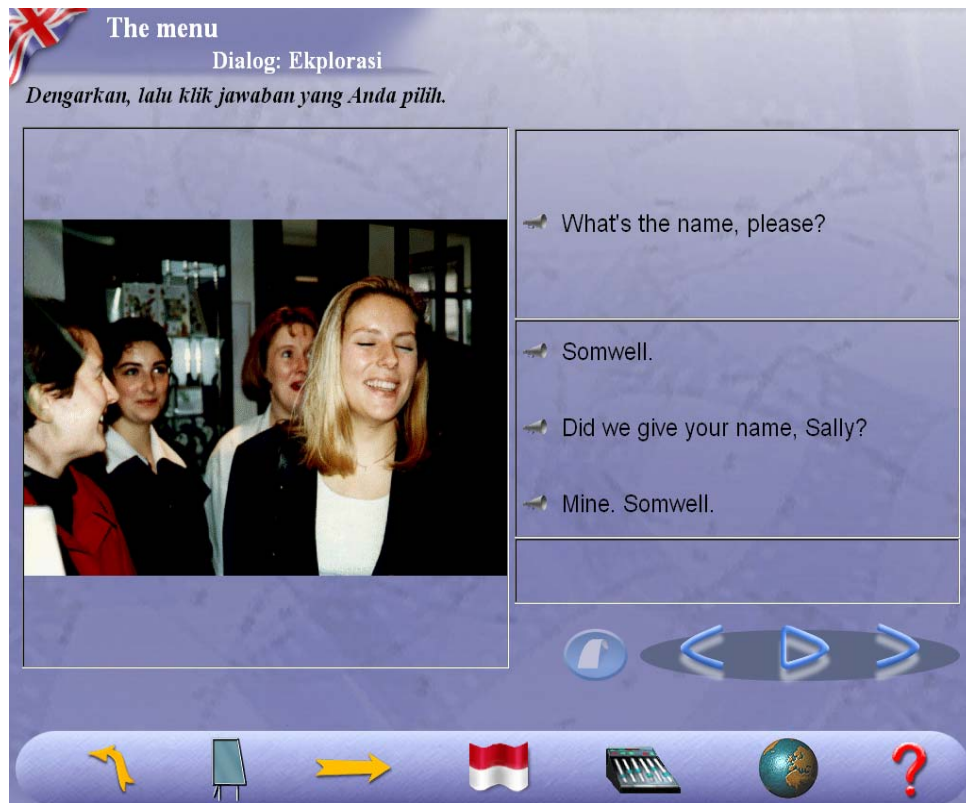
I reserved a table this morning.


Could we have a table, please?




 **Aktivitas selanjutnya**

- d. The teacher explains the meaning of the sentence based on the situation on the dialog.
- e. The teacher asks the students to repeat the correct pronunciation.
- f. The teacher asks the students whether any question or not.
- g. The teacher and the students make a simple discussion to identify the expression of *asking for*, *giving* and *denying informations*.
- h. The teacher gives some dialogs and asks the students to identify the meaning and expression on the slide by using VCD “*Tell Me More*”.



 **The menu**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*





For how many people?


Six, if possible.


We're six.

Us four, plus another couple coming.





 **The menu**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*

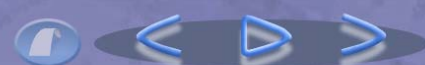



You're lucky, some people have just called to cancel their reservation, otherwise, the restaurant was full.

Yes, that's really good luck!


All the other restaurants are full too!


But is it a table for six?











 **The menu**  
**Dialog: Ekplorasi**  
*Dengarkan, lalu klik jawaban yang Anda pilih.*














 Yes, please come this way. Will you be all right here by the window?

 That's fine, with the nice view.

 We would have liked to be near the fireplace!

 Yes, I think so!

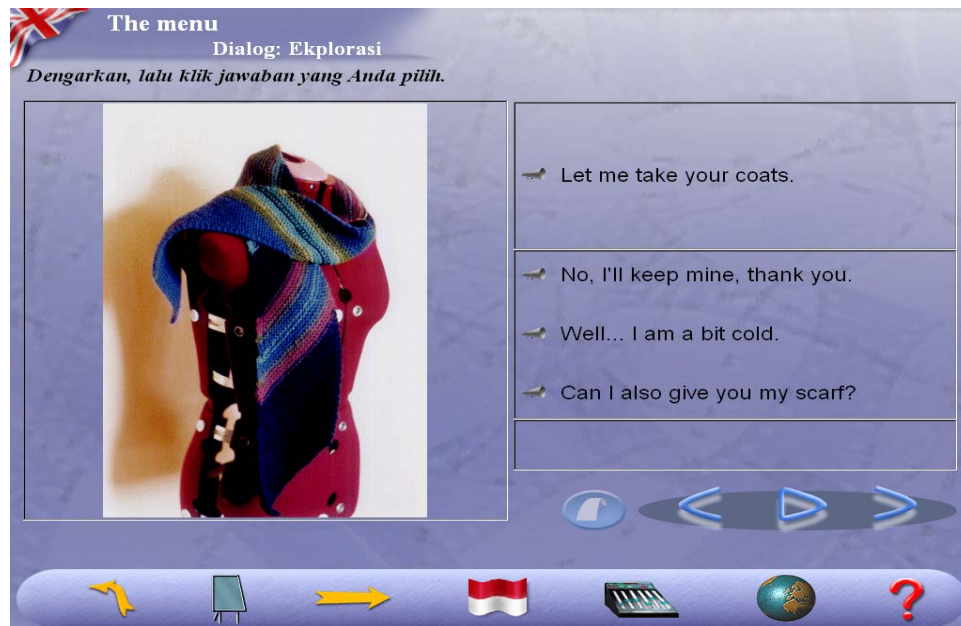






- i. The teacher asks them to identify the meaning and expression used in the text.
- j. The teacher explains the expression pattern of the highlight sentence.
- k. The teacher asks them to put an appropriate expression based on the dialog

### **Practice**

- a. The teacher asks some students to identify some sentence in the dialog on the slide and fill them with the appropriate expression.




- b. Some students who are pointed out by the teacher go forward in front of class to identify some expressions on the dialog.
- c. The teacher and the students discuss the answer.
- d. The teacher reviews all the answer and present some vocabularies and expressions related to the dialog.
- e. The teacher asks the students to identify the meaning of the word orally based on the situation on the dialog.
- f. The teacher gives another activity to be done and practices by students in pairs on the slide by using VCD "Tell Me More".



## The menu

Dialog: Ekplorasi

*Dengarkan, lalu klik jawaban yang Anda pilih.*











Ah! Here are your friends! Now, here are the menus and wine lists. Would you like an aperitif to start with?


Yes, five shandies. Would you like one, Helen?

I think we'll all have some tomato juice.

There's three gin and tonics and three orange juices.














## The menu

Dialog: Ekplorasi

*Dengarkan, lalu klik jawaban yang Anda pilih.*











Can I take your order?


We haven't chosen yet. What's today's special?


I think we'll have your shrimp cocktail as a starter.

What's today's soup?



 **The menu**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*





It's cream of asparagus soup.


And what is the plaice served with?


You wouldn't have lobster, would you?

Does the "Turkey in white sauce" take long to prepare?





 **The menu**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*





It's sirloin, with a home-made mushroom sauce.

That's tempting. But I can't make up my mind.

We can also choose "à la carte", can't we?

Can I have chips instead of spinach?





- g. The teacher monitors the students' participation.
- h. The teacher and the students discuss the answer together.

### **Production**

- a. The teacher reviews the materials that have been explained
- b. The teacher gives some situation

1. You have invited some friends to go to a restaurant to celebrate your birthday. You arrive at the restaurant. Then the waiter come to you.
2. You want to order some foods and drinks to the waiter.

- c. The teacher asks the students to spend a minute to practice a short dialog based on the situation ..
- d. Some students perform role plays in front of class

### **3. Closing**

- a. Teacher asks students' difficulties.
- b. Teacher makes conclusion about the materials.
- c. Teacher gives assignment to students to use those expressions in real situation.

### **G. Assesment**

Spoken Test

### **H. Resources**

1. Relevant Books
2. Relevant Pictures
3. VCD "*Tell Me More*"

Approved by

Teacher

Sudaryanto, S.Pd  
NIP.19700417 199802 1 001

Depok, May 2011

Researcher

Nur Amalina Prasetyarini  
NIM.06202244005

**LESSON PLAN**  
**EXPERIMENTAL CLASS**

**4**

School : SMPN 1 Depok  
Grade / Semester : VIII / 2  
Subject : English  
Skill : Speaking  
Texts : Transactional and Interpersonal Texts  
Time Allocation : 2 x 40'

**A. Standard of Competence**

9. Expressing meaning in the short transactional and interpersonal texts in the context of daily life.

**B. Basic Competence**

9. 1 Expressing meaning in the short transactional (*to get things done*) and interpersonal (*to socialize*) using accurate, fluent, and acceptable spoken language in the context of daily life involving the function of : *asking for, giving, refusing services; asking for, giving, refusing things; asking for, giving and denying informations; asking for, giving and disagreeing opinions, and offering, accepting, rejecting something.*

### **C. Indicators**

1. Identifying the vocabularies in the short transactional and interpersonal texts *about asking for, giving and disagreeing opinions.*
2. Students are able to identify all information in the short transactional and interpersonal texts about *asking for, giving, and disagreeing opinions.*
3. Students are able to express all information in the short transactional and interpersonal texts about *asking for, giving and disagreeing opinions.*

### **D. Learning Objectives**

Students can do communicative interaction involving transactional and interpersonal texts meaningfully and acceptably by expressing meanings in the functions of :

*asking for, giving and disagreeing opinions*

### **Teaching Materials**

#### **1. Expressions**

##### **Asking for Opinions**

- What do you think of . . . ?
- What is your opinion about . . . ?
- Do you think that . . . ?
- What do you think

##### **Giving Opinions**

- In my opinion, . . .
- To my mind . . .
- I believe



### **Disagreeing Opinions**

- I don't agree
- I can say anything
- I don't think so
- I can't agree with . . .

### **2. Vocabulary**

- Daily Needs
- Words related to social values

### **3. Gambit**

- Not bad
- Greats

## **E. Teaching Method : PPP (Presentation Practice Production)**

## **F. Teaching and Learning Process**

### **1. Opening Activities ( 10 minutes)**

- a. Greeting.
- b. Praying.
- c. Checking attendance.
- d. The teacher reviews the last material.
- e. The teacher checks the students understanding about the media.
- f. The teacher gives apperception to the students.

## 2. Main activities ( 60 minutes )

### Presentation

- The teacher shows some example of dialog *asking for, giving and disagreeing opinions*.
- The teacher asks them to identify what the people are doing by illustrating the dialog.
- The teacher explains what the people are doing by identifying the highlight word.

the sample of dialog is as follows :

**Desserts**  
Dialog: Eklorasi  
Dengarkan, lalu klik jawaban yang Anda pilih.

Have you finished?


Yes, it was very good.

I can't finish this. It's too spicy for me.

No, I haven't!

- d. The teacher explains the meaning of the sentence based on the situation on the dialog.
- e. The teacher asks the students to repeat the correct pronunciation.
- f. The teacher asks the students whether they any question or not.
- g. The teacher and students make a simple discussion to identify the expression of *asking for*, *giving* and *disagreeing opinions*.
- h. The teacher gives some dialogs and asks the students to identify the meaning and expression on the slide by using VCD “*Tell Me More*”.

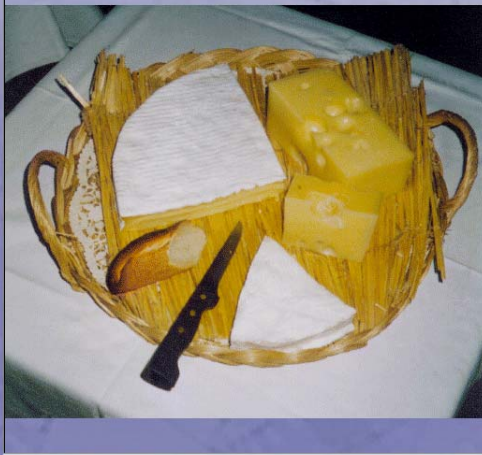




## Desserts

### Dialog: Ekplorasi

Dengarkan, lalu klik jawaban yang Anda pilih.






I'll bring the cheeseboard.

The Brie looks runny! I'll have some, please.





I'll have a small portion of this goat's cheese.


No, I won't have any after all.



Aktivitas selanjutnya









## Desserts

### Dialog: Ekplorasi

Dengarkan, lalu klik jawaban yang Anda pilih.











We have some delicious chocolate cake, pastries, pear or plum tart, fruit salad, ice creams and sorbets, or the chef's speciality: "banana whispers".

What's that? It sounds strange!


Do you have cream cheese or fruit?

Which ice cream and sorbet flavours have you got?



**Desserts**  
**Dialog: Ekplorasi**  
*Dengarkan, lalu klik jawaban yang Anda pilih.*



It's a sort of banana cake with cream, topped with meringue.

And what's this "Almond dream"?

I shouldn't have any of this!

That's a perfect birthday treat!


Navigation icons: back, forward, search, and a red question mark.

- i. The teacher asks them to identify the meaning and expression used in the text.
- j. The teacher explains the expression pattern of the highlighted sentence.
- k. The teacher asks them to put an appropriate expression based on the dialog.

### Practice

- a. The teacher asks some students to identify some sentence in the dialog on the slide and fill them with the appropriate expression.

**Desserts**  
 Dialog: Ekplorasi  
*Dengarkan, lalu pilih jawaban yang Anda pilih.*



It's made with short pastry and almond paste. It's like a cake.

That must be delicious!

I hate almond paste as much as I hate ginger!


I prefer your meringue with banana!

Navigation icons: back, forward, search, and other controls.

- b. Some students who are pointed out by the teacher go forward in front of class to identify some expressions on the dialog.
- c. The teacher and the students discuss the answer.
- d. The teacher reviews all the answer and present some vocabularies and expressions related to the dialog.
- e. The teacher asks the students to identify the meaning of the word orally based on the situation on the dialog.
- f. The teacher gives another activity to be done and practiced by the students in pairs on the slide by using VCD "Tell Me More".



**Desserts**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*



We have vanilla, chocolate, caramel, strawberry, raspberry, melon, pistachio and blackcurrant.


That'll be two strawberry sorbets and four "whispers".

Raspberry... That's good!

Can I have a scoop of lemon and one of melon?

Navigation icons: back, forward, search, and other controls.

**Desserts**  
 Dialog: Ekplorasi  
*Dengarkan, lalu klik jawaban yang Anda pilih.*




Would you like anything else?

These two want some chocolate mousse, as well!

No, that'll be enough, thank you.

You know, I've never tasted anything as good as that!


Navigation icons: back, forward, search, and other controls.



## Desserts

### Dialog: Ekplorasi

Dengarkan, lalu klik jawaban yang Anda pilih.











Will you have some coffee?


Yes, we're all having coffee.

Four white and two black coffees, please.

Do you have herbal tea?














## Desserts

### Dialog: Ekplorasi

Dengarkan, lalu klik jawaban yang Anda pilih.











We have camomile, mint, orange blossom, lime or verbena tea.

Make it three verbena and two mint teas.

If I have one, I'll fall asleep!

Mint teas, please. Could we also have the bill?





- g. the teacher monitors the students' participation.
- h. the teacher and students discuss the answer together.

### **Production**

- a. The teacher reviews the materials that have been explained.
- b. The teacher gives some situations and asks the students to make a dialog about  
:

- |   |
|---|
| <ul style="list-style-type: none"><li>1. Environment of the Restaurant</li><li>2. The taste of foods and drinks</li></ul> |
|---|

- c. Ask students to spend a minute to make a short dialog based on the situation .
- d. Some students perform role plays in front of class.

### **3. Closing**

- a. Teacher asks students' difficulties.
- b. Teacher makes conclusion about the materials.
- c. Teacher gives assignment to students to use those expressions in real situation.

### **G. Assesment**

Spoken Test

### **H. Resources**

- 1. Relevant Books
- 2. Relevant Pictures
- 3. VCD "*Tell Me More*"

Approved by


Teacher

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Depok, May 2011

Researcher

Nur Amalina Prasetyarini  
NIM.06202244005



# APPENDIX C

## VALIDITY AND RELIABILITY OF THE INSTRUMENT

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file NURAMA.DAT

Page 1

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
1	0-1	0.639	0.727	0.567	A	0.000	-9.000	-9.000	*
					B	0.639	0.727	0.567	
					C	0.222	-0.532	-0.381	
					D	0.139	-0.514	-0.329	
					Other	0.000	-9.000	-9.000	
2	0-2	0.667	0.667	0.515	A	0.111	-0.160	-0.096	*
					B	0.139	-0.457	-0.292	
					C	0.667	0.667	0.515	
					D	0.083	-0.726	-0.403	
					Other	0.000	-9.000	-9.000	
3	0-3	0.472	0.591	0.471	A	0.472	0.591	0.471	*
					B	0.194	-0.652	-0.453	
					C	0.250	-0.274	-0.201	
					D	0.083	0.203	0.113	
					Other	0.000	-9.000	-9.000	
4	0-4	0.694	0.544	0.414	A	0.139	-0.128	-0.082	*
					B	0.111	-0.594	-0.358	
					C	0.056	-0.445	-0.218	
					D	0.694	0.544	0.414	
					Other	0.000	-9.000	-9.000	
5	0-5	0.556	0.514	0.409	A	0.167	-0.270	-0.181	*
					B	0.167	-0.169	-0.113	
					C	0.556	0.514	0.409	
					D	0.111	-0.494	-0.298	
					Other	0.000	-9.000	-9.000	
6	0-6	0.417	0.610	0.482	A	0.417	0.610	0.482	*
					B	0.333	-0.571	-0.441	
					C	0.111	0.074	0.045	
					D	0.139	-0.199	-0.128	
					Other	0.000	-9.000	-9.000	
7	0-7	0.611	0.425	0.334	A	0.611	0.425	0.334	*
					B	0.139	-0.642	-0.411	
					C	0.194	0.141	0.098	
					D	0.056	-0.530	-0.259	
					Other	0.000	-9.000	-9.000	

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file NURAMA.DAT

Page 2

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
8	0-8	0.500	0.817	0.652	A	0.500	0.817	0.652	*
					B	0.250	-0.622	-0.457	
					C	0.167	-0.270	-0.181	
					D	0.083	-0.396	-0.219	
					Other	0.000	-9.000	-9.000	
9	0-9	0.667	0.519	0.400	A	0.111	-0.193	-0.116	
					B	0.139	-0.385	-0.247	
					C	0.667	0.519	0.400	*
					D	0.083	-0.437	-0.242	
					Other	0.000	-9.000	-9.000	
10	0-10	0.583	0.485	0.384	A	0.111	-0.059	-0.036	
					B	0.194	-0.238	-0.166	
					C	0.111	-0.594	-0.358	
					D	0.583	0.485	0.384	*
					Other	0.000	-9.000	-9.000	
11	0-11	0.417	-0.128	-0.102	A	0.000	-9.000	-9.000	
					B	0.417	-0.128	-0.102	*
					C	0.306	0.043	0.032	
					D	0.278	0.105	0.078	?
					Other	0.000	-9.000	-9.000	
12	0-12	0.611	0.664	0.522	A	0.611	0.664	0.522	*
					B	0.111	-0.427	-0.257	
					C	0.111	-0.210	-0.126	
					D	0.167	-0.536	-0.359	
					Other	0.000	-9.000	-9.000	
13	0-13	0.444	0.487	0.387	A	0.167	-0.258	-0.173	
					B	0.222	-0.118	-0.085	
					C	0.167	-0.371	-0.249	
					D	0.444	0.487	0.387	*
					Other	0.000	-9.000	-9.000	
14	0-14	0.556	0.739	0.587	A	0.556	0.739	0.587	*
					B	0.139	-0.299	-0.192	
					C	0.194	-0.411	-0.286	
					D	0.111	-0.594	-0.358	
					Other	0.000	-9.000	-9.000	

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Item analysis for data from file NURAMA.DAT

Page 3

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
15	0-15	0.389	0.492	0.387	A	0.194	0.302	0.210	
					B	0.194	-0.376	-0.262	
					C	0.389	0.492	0.387	*
					D	0.222	-0.564	-0.404	
					Other	0.000	-9.000	-9.000	
16	0-16	0.667	0.554	0.427	A	0.056	-0.361	-0.177	
					B	0.139	-0.428	-0.274	
					C	0.139	-0.299	-0.192	
					D	0.667	0.554	0.427	*
					Other	0.000	-9.000	-9.000	
17	0-17	0.694	0.544	0.414	A	0.056	-0.050	-0.025	
					B	0.167	-0.739	-0.495	
					C	0.083	-0.003	-0.002	
					D	0.694	0.544	0.414	*
					Other	0.000	-9.000	-9.000	
18	0-18	0.500	0.539	0.430	A	0.500	0.539	0.430	*
					B	0.083	-0.107	-0.059	
					C	0.222	-0.277	-0.199	
					D	0.194	-0.422	-0.294	
					Other	0.000	-9.000	-9.000	
19	0-19	0.639	0.710	0.554	A	0.167	-0.422	-0.283	
					B	0.111	-0.327	-0.197	
					C	0.639	0.710	0.554	*
					D	0.083	-0.643	-0.357	
					Other	0.000	-9.000	-9.000	
20	0-20	0.500	0.539	0.430	A	0.167	-0.144	-0.096	
					B	0.250	-0.393	-0.289	
					C	0.083	-0.354	-0.197	
					D	0.500	0.539	0.430	*
					Other	0.000	-9.000	-9.000	
21	0-21	0.583	0.558	0.442	A	0.111	-0.661	-0.398	
					B	0.583	0.558	0.442	*
					C	0.111	-0.093	-0.056	
					D	0.194	-0.273	-0.190	
					Other	0.000	-9.000	-9.000	

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file NURAMA.DAT

Page 4

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
22	0-22	0.611	0.540	0.425	A	0.111	0.225	0.135	
					B	0.167	-0.599	-0.402	
					C	0.611	0.540	0.425	*
					D	0.111	-0.527	-0.318	
					Other	0.000	-9.000	-9.000	
23	0-23	0.528	0.673	0.536	A	0.167	-0.422	-0.283	
					B	0.167	-0.131	-0.088	
					C	0.528	0.673	0.536	*
					D	0.139	-0.585	-0.375	
					Other	0.000	-9.000	-9.000	
24	0-24	0.556	0.442	0.352	A	0.556	0.442	0.352	*
					B	0.250	-0.523	-0.384	
					C	0.056	-0.248	-0.121	
					D	0.139	0.087	0.055	
					Other	0.000	-9.000	-9.000	
25	0-25	0.694	0.797	0.606	A	0.111	-0.577	-0.348	
					B	0.083	-0.561	-0.311	
					C	0.111	-0.444	-0.267	
					D	0.694	0.797	0.606	*
					Other	0.000	-9.000	-9.000	
26	0-26	0.639	0.085	0.066	A	0.167	-0.131	-0.088	
					B	0.194	0.003	0.002	
					C	0.639	0.085	0.066	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
27	0-27	0.583	0.469	0.371	A	0.111	-0.360	-0.217	
					B	0.083	-0.313	-0.174	
					C	0.222	-0.224	-0.161	
					D	0.583	0.469	0.371	*
					Other	0.000	-9.000	-9.000	
28	0-28	0.611	0.548	0.431	A	0.611	0.548	0.431	*
					B	0.111	-0.260	-0.157	
					C	0.139	-0.214	-0.137	
					D	0.139	-0.514	-0.329	
					Other	0.000	-9.000	-9.000	

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Item analysis for data from file NURAMA.DAT

Page 5

Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				Key
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	
29	0-29	0.472	0.146	0.117	A	0.472	0.146	0.117	*
					B	0.194	-0.100	-0.070	
					C	0.222	-0.171	-0.123	
					D	0.111	0.108	0.065	
					Other	0.000	-9.000	-9.000	
30	0-30	0.639	0.609	0.475	A	0.111	-0.611	-0.368	
					B	0.167	-0.194	-0.130	
					C	0.639	0.609	0.475	*
					D	0.083	-0.416	-0.231	
					Other	0.000	-9.000	-9.000	
31	0-31	0.500	0.476	0.380	A	0.139	-0.328	-0.210	
					B	0.500	0.476	0.380	*
					C	0.194	-0.112	-0.078	
					D	0.167	-0.346	-0.232	
					Other	0.000	-9.000	-9.000	
32	0-32	0.556	0.194	0.154	A	0.167	-0.232	-0.156	
					B	0.139	0.015	0.010	
					C	0.139	-0.099	-0.064	
					D	0.556	0.194	0.154	*
					Other	0.000	-9.000	-9.000	
33	0-33	0.694	0.571	0.435	A	0.139	-0.228	-0.146	
					B	0.083	-0.499	-0.277	
					C	0.694	0.571	0.435	*
					D	0.083	-0.478	-0.265	
					Other	0.000	-9.000	-9.000	
34	0-34	0.472	0.512	0.408	A	0.472	0.512	0.408	*
					B	0.139	-0.214	-0.137	
					C	0.194	-0.342	-0.238	
					D	0.194	-0.227	-0.158	
					Other	0.000	-9.000	-9.000	
35	0-35	0.639	0.533	0.415	A	0.111	0.024	0.015	
					B	0.139	-0.314	-0.201	
					C	0.639	0.533	0.415	*
					D	0.111	-0.711	-0.428	
					Other	0.000	-9.000	-9.000	



Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file NURAMA.DAT

Page 6

Seq. No.	Scale -Item	Item Statistics			Alt.	Alternative Statistics			Key
		Prop. Correct	Biser.	Point Biser.		Prop. Endorsing	Biser.	Point Biser.	
36	0-36	0.556	-0.006	-0.005	A	0.556	-0.006	-0.005	*
					B	0.250	-0.105	-0.077	
					C	0.083	-0.086	-0.048	
					D	0.111	0.258	0.155	?
					Other	0.000	-9.000	-9.000	
		CHECK THE KEY							
		A was specified, D works better							
37	0-37	0.583	0.599	0.474	A	0.083	-0.478	-0.265	
					B	0.583	0.599	0.474	*
					C	0.083	-0.437	-0.242	
					D	0.250	-0.294	-0.216	
					Other	0.000	-9.000	-9.000	
38	0-38	0.611	0.697	0.548	A	0.111	-0.527	-0.318	
					B	0.611	0.697	0.548	*
					C	0.111	-0.394	-0.237	
					D	0.167	-0.371	-0.249	
					Other	0.000	-9.000	-9.000	
39	0-39	0.667	0.519	0.400	A	0.056	-0.248	-0.121	
					B	0.667	0.519	0.400	*
					C	0.056	-0.107	-0.052	
					D	0.222	-0.501	-0.359	
					Other	0.000	-9.000	-9.000	
40	0-40	0.556	-0.158	-0.126	A	0.139	0.201	0.129	?
					B	0.306	0.052	0.039	
					C	0.556	-0.158	-0.126	*
					D	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
		CHECK THE KEY							
		C was specified, A works better							
41	0-41	0.694	0.544	0.414	A	0.111	-0.627	-0.378	
					B	0.056	-0.107	-0.052	
					C	0.139	-0.271	-0.173	
					D	0.694	0.544	0.414	*
					Other	0.000	-9.000	-9.000	
42	0-42	0.556	0.514	0.409	A	0.111	-0.143	-0.086	
					B	0.556	0.514	0.409	*
					C	0.139	-0.714	-0.457	
					D	0.194	-0.066	-0.046	
					Other	0.000	-9.000	-9.000	

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file NURAMA.DAT

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Seq. No.	Scale -Item	Item Statistics			Alternative Statistics				
		Prop. Correct	Biser.	Point Biser.	Alt.	Prop. Endorsing	Biser.	Point Biser.	Key
43	0-43	0.417	0.610	0.482	A	0.222	-0.203	-0.145	
					B	0.167	-0.612	-0.410	
					C	0.194	-0.089	-0.062	
					D	0.417	0.610	0.482	*
					Other	0.000	-9.000	-9.000	
44	0-44	0.389	0.492	0.387	A	0.389	0.492	0.387	*
					B	0.222	0.052	0.037	
					C	0.167	-0.333	-0.224	
					D	0.222	-0.405	-0.290	
					Other	0.000	-9.000	-9.000	
45	0-45	0.667	0.554	0.427	A	0.111	-0.427	-0.257	
					B	0.139	-0.499	-0.320	
					C	0.667	0.554	0.427	*
					D	0.083	-0.065	-0.036	
					Other	0.000	-9.000	-9.000	
46	0-46	0.694	0.544	0.414	A	0.083	-0.313	-0.174	
					B	0.083	-0.478	-0.265	
					C	0.139	-0.314	-0.201	
					D	0.694	0.544	0.414	*
					Other	0.000	-9.000	-9.000	

MicroCAT (tm) Testing System  
 Copyright (c) 1982, 1984, 1986, 1988 by Assessment Systems Corporation  
 Magic 2000 Solver, Gejayan gg. Bayu 16 A Yogyakarta, Ph:0274-523858  
 SMS:085799884286-Em:magicsolver@gmail.com

Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file NURAMA.DAT

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There were 36 examinees in the data file.

# Scale Statistics

-----

Scale:	0
-----	
N of Items	46
N of Examinees	36
Mean	26.389
Variance	77.071
Std. Dev.	8.779
Skew	0.357
Kurtosis	-1.216
Minimum	12.000
Maximum	42.000
Median	24.000
Alpha	0.878
SEM	3.067
Mean P	0.574
Mean Item-Tot.	0.394
Mean Biserial	0.502

4	1	Scores for examinees from file NURAMA.DAT	
1	18.00	19	24.00
2	42.00	20	36.00
3	24.00	21	19.00
4	19.00	22	17.00
5	15.00	23	39.00
6	33.00	24	18.00
7	18.00	25	24.00
8	27.00	26	25.00
9	21.00	27	42.00
10	19.00	28	40.00
11	24.00	29	39.00
12	34.00	30	28.00
13	12.00	31	15.00
14	37.00	32	20.00
15	38.00	33	31.00
16	37.00	34	19.00
17	18.00	35	24.00
18	32.00	36	22.00

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
1	B	B	C	B	C	B	D	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
2	B	C	B	C	D	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
3	C	A	C	B	B	A	A	D	C	A	C	C	C	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
4	C	D	D	B	B	A	B	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
5	C	C	D	C	B	A	D	C	C	D	A	C	B	C	C	B	C	B	C	C	B	A	C	C	C	C	C	C	C
6	A	A	B	A	B	A	B	A	D	A	D	B	D	D	A	A	C	A	B	A	B	A	B	A	B	A	B	A	B
7	A	A	A	D	A	B	C	C	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
8	A	A	A	C	B	A	B	A	D	B	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
9	A	A	A	C	B	A	B	A	D	B	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
10	C	D	D	D	B	D	D	B	C	B	A	D	C	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
11	C	D	D	D	B	D	D	B	C	B	A	D	C	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
12	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
13	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
14	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
15	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
16	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
17	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
18	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
19	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
20	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
21	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
22	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
23	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
24	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
25	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
26	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
27	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
28	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
29	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
30	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
31	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
32	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
33	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
34	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
35	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
36	C	A	D	C	A	A	A	A	D	A	B	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	

No	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
1																		
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# APPENDIX D

## DESCRIPTIVE STATISTICS

## Eksperimen

Statistics

		Vocab - Pre	Vocab - Post
N	Valid	36	36
	Missing	0	0
Mean		14.03	19.69
Median		14.00	17.50
Mode		12	13
Std. Deviation		2.962	7.723
Variance		8.771	59.647
Range		12	24
Minimum		8	8
Maximum		20	32
Sum		505	709

Statistics

		Vocab - Pre	Vocab - Post
N	Valid	36	36
	Missing	0	0

Vocab - Pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low (> 6.8 - 13.6)	16	44.4	44.4	44.4
	Average (> 13.6 - 20.4)	20	55.6	55.6	100.0
Total		36	100.0	100.0	

Vocab - Post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low (> 6.8 - 13.6)	12	33.3	33.3	33.3
	Average (> 13.6 - 20.4)	10	27.8	27.8	61.1
	High (> 20.4 - 27.2)	4	11.1	11.1	72.2
	Very High (> 27.2 - 34)	10	27.8	27.8	100.0
Total		36	100.0	100.0	

## Kontrol

### Statistics

		Vocab - Pre	Vocab - Post
N	Valid	36	36
	Missing	0	0
Mean		13.81	15.67
Median		14.00	12.00
Mode		15	9
Std. Deviation		2.713	8.106
Variance		7.361	65.714
Range		13	24
Minimum		7	3
Maximum		20	27
Sum		497	564

### Statistics

		Vocab - Pre	Vocab - Post
N	Valid	36	36
	Missing	0	0

### Vocab - Pre

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low (> 6.8 - 13.6)	15	41.7	41.7	41.7
	Average (> 13.6 - 20.4)	21	58.3	58.3	100.0
	Total	36	100.0	100.0	

### Vocab - Post

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Low (0 - 6.8)	4	11.1	11.1	11.1
	Low (> 6.8 - 13.6)	15	41.7	41.7	52.8
	Average (> 13.6 - 20.4)	2	5.6	5.6	58.3
	High (> 20.4 - 27.2)	15	41.7	41.7	100.0
	Total	36	100.0	100.0	



### Case Summaries - Pre-Test Eksperimen

	Pre Test 1	Pre Test 2	Pre Test 3	Pre Test 4	Pre Test 5	Pre Test 6
1	0	0	0	0	0	1
2	1	1	0	0	1	1
3	0	0	0	0	0	0
4	0	0	1	0	1	1
5	0	0	1	0	0	0
6	1	0	0	0	0	0
7	1	0	1	0	0	0
8	0	0	0	0	0	0
9	1	0	0	1	0	0
10	0	0	0	0	1	0
11	0	0	0	0	0	0
12	0	1	0	1	0	0
13	0	0	0	1	1	0
14	1	0	0	0	0	1
15	0	0	0	1	0	0
16	0	1	1	0	0	1
17	0	1	1	0	0	0
18	0	0	0	0	0	0
19	0	0	0	0	0	0
20	0	0	1	0	0	0
21	0	0	1	0	0	1
22	1	0	0	0	1	0
23	0	1	1	1	0	0
24	0	0	0	0	0	1
25	0	0	0	0	1	0
26	0	0	0	0	0	0
27	0	0	0	0	1	1
28	0	0	0	0	1	0
29	0	0	0	1	0	0
30	0	0	0	0	0	0
31	0	0	0	0	0	0
32	1	0	0	0	0	0
33	0	0	1	0	0	0
34	0	1	0	0	0	0
35	1	0	0	1	0	0
36	0	1	0	0	1	1

### Case Summaries - Pre-Test Eksperimen

Pre Test 7	Pre Test 8	Pre Test 9	Pre Test 10	Pre Test 11	Pre Test 12	Pre Test 13	Pre Test 14	Pre Test 15
0	1	1	1	0	1	0	0	0
0	0	0	0	0	1	0	0	0
0	1	1	0	0	1	1	1	1
1	1	0	0	0	0	1	0	1
0	0	0	0	0	1	0	1	1
0	1	0	0	1	0	0	0	1
0	1	0	0	1	1	0	0	1
0	0	0	0	0	0	0	1	0
0	1	0	0	0	0	0	0	0
0	0	0	1	0	1	1	0	0
0	0	1	0	0	1	0	0	1
0	0	1	0	1	0	0	1	0
0	0	0	0	1	0	0	0	0
0	1	0	0	0	1	1	0	0
0	1	1	0	0	0	0	0	1
0	1	0	0	1	1	1	1	1
0	0	0	0	0	1	1	1	0
0	0	1	0	0	0	1	0	1
1	0	1	0	0	1	0	1	1
0	0	1	0	0	0	0	1	0
0	0	0	0	0	0	0	1	0
0	0	0	0	0	0	0	1	0
0	1	1	1	1	0	1	1	0
1	0	1	0	0	1	0	0	1
0	0	0	0	1	0	0	0	1
0	0	0	0	0	1	1	0	1
0	1	0	0	0	1	1	1	0
0	0	0	1	0	0	0	1	1
0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0
1	0	0	0	0	1	0	1	1
0	0	0	0	1	1	1	1	0
0	0	1	0	0	0	0	0	0
0	1	0	0	0	0	0	1	0
0	1	0	0	1	0	0	1	0
0	0	0	0	0	0	1	0	0
0	0	1	1	0	0	1	1	0

### Case Summaries - Pre-Test Eksperimen

Pre Test 16	Pre Test 17	Pre Test 18	Pre Test 19	Pre Test 20	Pre Test 21	Pre Test 22	Pre Test 23	Pre Test 24
0	0	1	1	1	1	1	1	0
1	0	0	0	0	0	1	1	1
0	0	0	1	1	1	0	0	0
1	1	0	0	1	0	0	0	0
0	0	1	1	0	0	1	1	1
0	0	0	0	1	1	1	1	0
1	1	0	0	1	0	1	0	1
1	1	0	1	1	1	0	0	0
1	0	1	0	1	1	1	0	1
1	1	1	1	1	0	0	0	1
0	1	1	1	0	0	1	1	0
0	0	0	1	1	0	0	0	1
0	1	0	1	1	1	0	1	1
0	0	0	1	1	1	0	0	1
1	1	0	1	0	0	1	0	0
1	0	0	1	0	0	1	0	1
1	1	0	0	1	1	0	0	1
0	1	0	0	1	1	1	1	0
1	1	1	1	0	1	0	0	0
0	0	0	1	0	0	1	0	1
1	1	0	0	1	0	0	0	1
0	0	0	0	1	0	1	0	0
1	1	0	1	0	0	0	0	1
1	0	1	0	1	0	1	0	1
0	1	1	1	0	1	1	1	0
0	0	1	1	1	0	0	0	0
1	0	0	1	0	1	1	1	1
0	0	0	0	0	0	0	1	0
1	1	0	1	1	0	1	0	1
1	0	0	0	0	1	1	1	0
0	0	1	0	0	1	0	0	0
1	1	1	1	1	0	1	0	1
1	1	0	1	0	0	0	0	0
0	1	1	1	1	1	1	1	0
1	1	1	0	1	0	1	1	1
1	0	0	1	1	1	1	1	1

### Case Summaries - Pre-Test Eksperimen

Pre Test 25	Pre Test 26	Pre Test 27	Pre Test 28	Pre Test 29	Pre Test 30	Pre Test 31	Pre Test 32	Pre Test 33
1	1	0	1	1	1	1	1	1
0	1	1	1	1	1	1	1	1
1	1	0	1	0	1	0	1	1
0	1	0	0	0	1	1	0	1
0	0	1	0	1	0	1	0	0
0	0	1	0	0	1	1	1	0
0	1	1	0	1	1	1	0	0
1	1	0	0	0	0	0	1	1
1	1	1	1	0	1	1	1	1
0	0	0	0	1	1	1	0	1
1	0	1	0	0	0	0	1	0
0	0	1	0	0	0	0	0	0
0	1	0	0	1	0	1	0	1
1	0	0	1	1	0	1	0	1
1	1	0	0	0	0	1	1	1
0	1	1	1	0	0	1	0	0
1	1	1	1	1	0	1	0	1
0	1	0	1	1	0	0	1	1
0	0	1	0	1	0	1	0	1
1	0	1	0	1	1	0	1	0
1	1	0	1	1	1	0	0	1
1	1	1	0	1	1	1	1	1
1	0	1	1	0	1	1	0	0
0	1	0	1	0	1	0	0	0
0	1	0	0	1	1	1	0	0
0	0	1	0	1	0	1	0	1
1	1	1	1	1	1	1	1	1
0	0	0	0	0	1	1	1	0
1	0	1	1	1	1	0	0	1
1	0	0	0	1	0	0	1	1
0	0	0	0	0	0	0	1	0
1	1	1	1	1	1	0	0	0
0	1	1	0	0	1	0	0	1
0	0	0	1	0	0	0	1	0
0	1	0	1	0	1	1	1	0
0	1	1	0	0	0	1	1	1

### Case Summaries - Pre-Test Eksperimen

Pre Test 34	Pre Test 35	Pre Test 36	Pre Test 37	Pre Test 38	Pre Test 39	Pre Test 40
1	0	0	0	1	1	0
0	0	0	0	0	1	1
0	0	1	0	1	0	1
1	1	0	0	1	1	0
1	0	1	0	1	1	0
1	1	1	0	0	0	1
0	0	1	0	1	0	1
0	1	0	1	1	0	1
0	1	0	1	0	0	1
1	0	0	1	1	0	1
0	0	1	1	0	1	0
0	0	0	1	1	1	0
0	0	0	1	1	0	1
1	1	1	0	1	0	0
0	0	0	0	0	1	1
1	0	0	0	0	0	1
0	1	0	1	0	0	0
0	1	1	0	1	1	0
0	0	1	0	0	1	1
0	0	1	0	1	0	0
1	1	1	0	0	1	0
1	0	1	0	1	0	0
0	1	1	1	0	1	1
1	0	0	1	1	1	0
1	0	1	0	0	1	0
1	0	1	0	1	1	0
0	1	1	1	0	0	1
0	0	1	1	1	1	1
0	0	1	1	0	0	1
1	0	0	0	0	0	0
0	1	1	1	0	1	1
0	1	1	0	0	0	0
0	0	0	1	1	1	1
0	0	0	1	0	0	1
1	1	0	1	1	0	1
1	0	1	0	1	0	1

### Case Summaries - Post-Test Eksperimen

	Post Test 1	Post Test 2	Post Test 3	Post Test 4	Post Test 5	Post Test 6	Post Test 7	Post Test 8
1	1	1	1	1	1	1	1	1
2	0	1	1	0	0	0	1	0
3	1	1	0	0	1	1	0	1
4	1	1	0	1	1	1	1	1
5	0	0	0	0	1	1	0	0
6	1	0	0	0	0	0	1	0
7	1	1	1	1	1	1	1	1
8	1	1	0	1	0	1	0	0
9	0	0	0	1	0	0	1	0
10	1	1	0	1	1	1	1	1
11	0	0	0	1	0	0	1	1
12	1	1	1	1	1	1	0	1
13	1	0	1	1	1	1	1	1
14	0	1	1	0	1	0	1	0
15	0	1	1	1	1	0	0	1
16	1	0	0	0	0	1	0	0
17	1	1	0	1	1	1	1	0
18	1	1	1	0	1	1	1	0
19	0	0	0	1	1	1	0	0
20	0	0	0	0	1	0	1	1
21	1	1	1	1	1	1	1	1
22	1	1	0	1	1	1	0	0
23	1	1	1	1	0	1	1	1
24	0	1	0	0	0	0	1	0
25	0	0	0	0	1	1	0	0
26	0	0	0	0	0	0	0	0
27	1	1	1	0	0	1	0	1
28	1	1	1	1	1	1	1	1
29	0	1	1	1	0	0	0	0
30	1	0	0	0	0	0	1	0
31	0	1	1	1	0	1	0	0
32	1	1	1	1	1	0	1	1
33	0	0	0	0	0	1	1	1
34	1	1	1	0	1	1	1	0
35	1	1	1	1	1	1	0	1
36	1	1	0	1	1	1	1	1

### Case Summaries - Post-Test Eksperimen

Post Test 9	Post Test 10	Post Test 11	Post Test 12	Post Test 13	Post Test 14	Post Test 15	Post Test 16	Post Test 17
1	1	0	1	0	1	1	1	1
1	1	1	1	0	0	1	1	0
0	1	0	1	0	1	1	1	0
1	1	0	0	0	1	1	1	1
0	1	1	0	1	0	0	1	0
0	1	1	0	0	0	1	0	0
1	1	1	1	1	1	1	1	1
0	1	1	1	0	0	0	0	0
0	0	0	1	1	1	1	0	1
0	1	1	1	1	1	1	1	1
1	0	0	0	0	0	0	0	0
1	0	0	1	1	0	1	1	1
1	1	0	1	1	1	1	1	1
1	1	0	1	0	0	0	1	0
1	1	0	1	0	1	1	1	0
0	0	0	0	1	1	0	1	1
1	1	0	1	1	0	1	1	1
1	0	1	0	1	1	0	1	0
0	0	0	0	0	0	1	1	1
1	1	0	0	0	1	1	0	0
1	1	1	1	1	1	1	1	1
0	0	1	0	0	0	0	1	0
1	0	0	1	1	1	1	1	1
0	1	1	0	1	0	0	1	1
1	1	1	0	0	0	0	1	0
0	0	1	0	0	1	0	0	0
1	0	1	1	0	0	0	0	0
1	1	0	1	1	1	1	1	0
1	0	0	1	0	0	1	0	1
1	0	0	0	0	0	0	1	0
1	1	0	0	1	0	1	0	1
1	1	0	1	1	1	1	0	0
1	0	0	1	1	0	1	0	0
1	0	1	0	1	1	0	1	0
1	1	0	1	1	0	1	1	1
0	0	1	0	0	1	1	1	1

### Case Summaries - Post-Test Eksperimen

Post Test 18	Post Test 19	Post Test 20	Post Test 21	Post Test 22	Post Test 23	Post Test 24	Post Test 25
1	1	1	1	1	1	1	1
1	0	0	1	0	1	0	1
1	1	0	1	0	0	0	1
1	1	1	0	1	1	1	1
0	1	0	0	0	0	0	1
1	1	0	0	1	0	1	0
0	1	1	0	1	1	1	1
1	1	0	0	0	0	0	0
0	0	0	0	1	0	0	0
1	1	1	1	1	1	1	1
0	0	1	0	0	0	0	0
1	1	1	1	1	1	1	1
1	1	0	1	1	1	1	1
1	0	1	0	1	1	0	0
0	1	1	1	0	1	1	1
1	1	0	1	1	1	1	0
1	1	1	1	1	1	1	1
0	1	0	1	0	1	0	0
0	0	0	0	1	0	0	1
0	1	0	1	1	1	1	0
1	1	0	0	1	1	1	1
0	1	0	0	1	0	0	0
1	1	1	0	1	1	1	1
1	0	0	0	1	1	1	0
1	0	0	0	1	0	0	0
0	0	1	1	0	0	1	1
1	0	1	0	0	1	1	1
0	1	1	1	1	1	0	0
0	0	1	0	0	1	1	0
0	0	1	0	1	1	0	1
0	0	0	0	0	0	0	1
0	1	1	0	1	1	1	1
1	0	1	0	1	1	0	1
0	1	0	1	0	1	0	0
1	0	1	1	1	1	1	1
1	1	0	0	0	1	0	1



### Case Summaries - Post-Test Eksperimen

Post Test 26	Post Test 27	Post Test 28	Post Test 29	Post Test 30	Post Test 31	Post Test 32	Post Test 33	Post Test 34
1	1	1	1	0	1	0	0	1
0	1	1	0	1	0	1	1	0
0	0	1	1	0	1	0	1	0
1	0	1	0	0	0	1	1	1
1	0	1	0	0	1	1	0	0
0	1	0	0	1	0	1	0	1
1	1	1	1	1	1	1	1	1
1	1	0	0	0	0	0	0	1
0	1	0	0	0	0	0	0	1
1	1	1	0	1	1	0	1	1
1	1	1	1	0	1	1	0	0
0	1	1	0	1	1	0	0	1
0	1	1	1	1	1	1	1	0
1	0	0	1	0	1	0	1	1
1	0	0	1	1	1	1	0	1
1	0	1	0	0	0	0	0	1
1	1	1	1	1	1	1	1	1
1	0	0	0	1	1	1	0	0
1	0	0	1	1	0	0	0	1
0	1	1	0	1	1	1	0	1
1	1	1	1	1	1	1	0	1
0	0	1	1	0	0	1	0	1
1	1	1	1	1	0	0	1	1
1	0	0	1	0	0	0	0	0
1	1	0	0	1	0	1	1	0
1	1	0	1	0	1	1	0	1
0	1	0	0	1	1	0	0	1
0	1	0	0	1	1	1	1	1
1	0	0	1	0	0	0	0	0
0	1	1	0	1	0	0	1	0
1	0	1	1	0	1	1	1	0
1	1	1	0	1	1	1	1	1
0	0	1	0	1	0	0	0	1
1	0	0	0	1	1	1	0	0
1	1	1	1	0	1	1	0	1
0	0	1	0	1	1	0	0	1

### Case Summaries - Post-Test Eksperimen

Post Test 35	Post Test 36	Post Test 37	Post Test 38	Post Test 39	Post Test 40
0	0	1	0	0	1
1	0	0	0	1	1
1	1	0	1	0	1
1	1	0	1	1	0
0	1	1	1	0	1
1	1	0	0	1	1
1	0	1	1	1	0
0	0	1	1	1	0
1	0	1	0	1	0
1	0	0	1	1	1
0	1	0	0	0	0
1	1	1	1	1	0
1	1	1	1	0	0
1	1	0	1	0	0
0	1	1	1	1	0
1	0	0	0	0	1
1	0	1	1	1	0
1	1	0	1	0	1
1	0	0	0	1	0
1	0	0	1	0	1
1	0	1	1	1	1
1	1	0	1	1	0
1	0	1	1	1	1
0	0	0	1	1	1
1	0	0	1	0	1
0	0	0	0	0	1
1	1	1	1	1	0
0	1	1	0	0	1
0	0	0	1	0	1
0	1	1	1	0	1
0	1	0	0	0	0
1	1	0	1	1	1
1	1	0	0	1	1
1	1	0	1	0	1
1	1	1	1	1	0
1	1	0	1	1	0

# Case Summaries - Pre-Test Kontrol

	Pre Test 1	Pre Test 2	Pre Test 3	Pre Test 4	Pre Test 5	Pre Test 6	Pre Test 7
1	0	0	0	1	0	1	0
2	0	1	0	0	0	0	1
3	0	1	1	0	0	0	0
3	0	0	0	0	0	1	0
3	1	1	0	0	0	0	0
3	0	0	0	0	0	0	0
3	0	0	1	0	1	0	1
3	0	1	0	1	0	0	0
3	0	0	1	0	0	0	0
3	1	0	1	0	0	1	0
3	1	0	0	0	1	0	0
3	0	0	0	0	0	0	0
3	0	1	0	0	1	0	0
3	0	0	1	0	0	0	0
3	0	1	1	0	0	0	0
3	0	1	0	1	1	1	0
3	1	1	0	0	0	0	1
3	0	0	0	0	1	0	0
3	0	0	1	1	0	0	0
3	1	0	1	0	0	0	1
3	0	1	1	1	0	0	0
3	0	0	0	0	0	0	0
3	1	0	0	0	1	1	0
3	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0
3	0	0	0	0	1	0	0
3	0	1	0	0	0	0	0
3	0	1	1	0	0	1	0
3	0	0	1	1	0	1	0
3	1	0	1	0	1	1	0
3	1	0	1	0	0	0	1
3	1	0	1	0	0	1	0
3	0	0	1	0	0	0	1
3	0	0	0	0	0	0	0
3	0	1	0	0	0	0	0
3	0	1	0	0	0	0	0

### Case Summaries - Pre-Test Kontrol

Pre Test 8	Pre Test 9	Pre Test 10	Pre Test 11	Pre Test 12	Pre Test 13	Pre Test 14	Pre Test 15	Pre Test 16
0	1	0	0	1	1	0	1	1
0	0	0	0	0	1	0	1	0
0	0	0	0	0	1	1	1	1
0	0	0	1	1	0	1	0	1
0	1	1	0	0	0	1	0	1
0	1	1	0	1	0	0	0	0
0	1	0	0	1	0	0	0	0
0	0	0	0	0	0	0	0	1
0	0	0	0	0	0	0	1	0
1	0	0	0	1	0	0	0	1
1	0	0	0	1	0	0	0	1
0	1	0	1	1	1	0	1	1
0	1	0	0	0	0	1	1	0
0	1	1	0	0	0	0	0	0
0	0	0	0	1	1	0	1	1
0	0	0	0	1	1	1	1	1
0	0	0	1	0	0	1	1	0
0	1	0	1	1	0	0	0	1
0	0	0	0	1	1	1	0	1
0	0	1	0	0	1	0	0	0
0	0	1	0	1	1	1	0	0
1	0	0	0	0	1	1	0	1
1	1	1	0	0	0	0	0	0
1	0	0	0	0	1	0	1	0
0	0	0	0	0	1	0	0	1
0	0	0	1	0	1	0	1	1
1	0	0	0	1	1	1	0	0
0	1	0	1	0	0	0	1	0
0	0	0	0	0	0	1	0	0
0	0	0	0	0	0	0	0	0
0	0	1	0	1	1	0	0	0
1	0	0	0	0	0	0	1	1
1	1	0	0	0	0	0	0	1
1	1	0	0	0	0	1	1	0
0	0	0	0	1	1	1	0	1
1	0	1	1	0	0	1	1	0

# Case Summaries - Pre-Test Kontrol

Pre Test 17	Pre Test 18	Pre Test 19	Pre Test 20	Pre Test 21	Pre Test 22	Pre Test 23	Pre Test 24	Pre Test 25
0	0	1	1	0	0	0	0	0
0	1	0	1	1	1	0	0	1
0	1	0	0	0	1	1	0	1
1	1	0	1	0	1	1	0	0
0	0	1	1	0	0	1	1	1
0	0	0	1	0	0	1	0	0
1	1	0	0	0	1	1	1	0
0	1	0	0	1	0	1	1	0
0	1	0	1	0	0	1	0	1
1	1	1	0	1	1	1	0	0
1	1	0	0	0	1	0	1	0
0	0	1	1	0	1	0	0	0
0	0	0	1	1	1	1	1	0
0	1	0	0	0	1	1	1	1
0	1	0	1	1	0	0	1	1
1	1	0	1	1	1	1	1	0
1	0	1	1	1	1	0	0	0
0	0	0	1	1	1	1	0	1
1	0	0	1	0	0	1	0	0
1	1	1	0	0	0	0	1	0
1	0	1	1	1	0	1	0	0
0	1	0	0	0	0	0	0	0
1	1	0	1	0	1	0	1	1
1	1	0	1	1	1	1	1	0
1	1	1	0	1	0	1	1	0
0	1	1	0	1	1	0	1	1
0	0	1	1	0	1	0	0	1
0	1	0	0	1	0	0	0	1
0	1	0	0	0	0	1	1	0
1	1	1	0	1	1	0	1	0
1	0	0	0	1	0	1	0	1
1	0	1	1	1	0	1	0	0
0	1	0	0	0	0	0	1	1
1	0	0	1	1	1	0	1	0
1	0	0	0	0	0	1	1	1
0	1	0	0	0	0	1	0	1

# Case Summaries - Pre-Test Kontrol

Pre Test 26	Pre Test 27	Pre Test 28	Pre Test 29	Pre Test 30	Pre Test 31	Pre Test 32	Pre Test 33	Pre Test 34
0	1	1	0	0	0	1	0	0
1	1	0	1	1	0	1	0	0
1	1	1	0	0	1	1	1	0
1	0	0	1	0	0	0	1	0
0	1	0	1	0	1	1	1	0
0	0	0	0	0	0	0	0	1
1	1	1	1	0	0	0	1	0
1	1	0	0	0	0	0	0	1
1	0	1	0	0	1	0	0	0
1	1	1	1	0	1	1	1	1
0	1	0	1	0	0	0	0	0
1	1	1	0	1	0	0	1	0
1	1	1	1	1	0	0	1	1
1	1	0	1	0	0	1	0	1
0	1	0	1	0	0	1	0	1
1	1	0	0	0	1	0	1	0
1	1	0	1	0	0	1	1	0
1	0	1	1	1	0	0	1	0
1	0	1	0	1	0	0	1	0
0	1	1	1	1	0	1	0	0
0	1	1	1	0	1	0	0	1
1	1	1	1	0	1	1	0	0
0	1	0	0	1	0	1	0	1
1	0	0	0	1	0	0	1	0
1	1	0	0	1	1	0	1	0
1	0	0	1	0	1	1	0	0
0	0	0	1	1	0	0	1	0
1	1	1	0	0	0	0	1	1
0	1	1	1	0	0	0	0	1
1	1	0	0	1	1	0	0	0
0	0	0	0	1	1	0	0	1
0	1	1	1	0	0	1	1	1
0	0	1	1	0	0	1	0	0
0	1	0	0	0	1	1	0	0
1	0	0	1	1	1	1	1	1
0	1	1	0	1	1	1	0	0

# Case Summaries - Post-Test Kontrol

Pre Test 35	Pre Test 36	Pre Test 37	Pre Test 38	Pre Test 39	Pre Test 40
0	1	0	0	1	1
0	1	1	0	0	0
0	0	0	1	1	0
1	0	1	1	0	0
0	0	0	0	1	0
1	0	0	0	0	0
0	1	1	0	1	0
1	1	1	0	0	1
0	1	1	0	0	0
0	1	0	1	1	1
0	1	0	0	0	0
1	0	1	1	0	0
0	0	0	0	0	0
1	0	1	1	1	0
0	0	0	1	0	0
0	1	0	1	0	0
1	1	0	1	1	1
0	1	0	1	1	0
0	0	1	1	1	0
0	0	0	0	0	0
0	1	1	0	1	1
0	1	0	0	1	0
0	0	0	1	0	1
0	1	0	1	1	0
1	1	1	1	1	0
0	1	0	0	1	1
0	0	1	0	0	1
0	0	1	0	0	0
1	1	1	0	1	0
0	1	0	1	0	1
1	1	1	0	0	1
0	1	1	1	0	1
1	0	0	1	1	1
1	0	1	0	0	1
0	1	1	0	1	1
1	1	0	1	1	1

### Case Summaries - Post-Test Kontrol

	Post Test 1	Post Test 2	Post Test 3	Post Test 4	Post Test 5	Post Test 6	Post Test 7	Post Test 8
1	1	0	0	0	0	0	0	1
2	0	1	1	1	0	1	1	1
3	0	0	0	0	1	0	0	1
4	0	1	0	0	1	0	0	0
5	1	0	1	1	0	0	1	1
6	1	1	1	0	0	1	0	1
7	1	1	1	1	1	0	0	1
8	1	0	1	0	1	1	0	0
9	0	0	0	1	1	1	0	0
10	1	1	1	0	0	1	1	0
11	1	0	1	1	1	1	0	1
12	1	0	0	1	1	0	0	1
13	1	1	1	0	1	0	0	0
14	1	0	0	1	1	0	1	1
15	1	0	0	1	1	0	1	1
16	1	1	0	1	1	1	0	1
17	1	0	0	1	1	0	1	1
18	1	1	1	1	1	1	1	1
19	0	0	0	0	1	0	0	1
20	1	1	0	1	0	0	1	0
21	0	1	0	1	0	0	0	1
22	1	0	0	0	1	0	0	1
23	0	0	0	0	0	0	0	0
24	1	0	1	1	1	1	0	1
25	0	0	0	0	0	0	0	0
26	1	0	0	0	0	0	0	0
27	1	0	1	1	1	1	1	1
28	0	0	0	1	1	0	0	0
29	1	0	0	1	0	0	0	0
30	1	1	1	1	0	1	0	1
31	1	1	0	1	0	0	1	0
32	0	0	0	0	0	0	0	1
33	1	1	0	0	0	0	1	0
34	1	0	0	0	0	0	0	1
35	1	0	1	1	1	0	1	1
36	0	0	0	1	0	0	0	0



# Case Summaries - Post-Test Kontrol

Post Test 9	Post Test 10	Post Test 11	Post Test 12	Post Test 13	Post Test 14	Post Test 15	Post Test 16	Post Test 17
0	1	1	0	1	0	0	0	0
1	1	0	1	1	1	0	1	1
0	0	0	0	0	1	0	0	0
0	1	0	0	0	0	1	1	0
1	1	1	0	0	0	0	0	0
1	1	1	0	1	1	0	1	1
1	1	1	1	1	0	0	1	1
0	0	0	0	0	0	0	0	0
0	1	0	0	0	1	0	0	0
0	0	1	1	1	1	1	1	1
0	1	0	0	1	0	0	1	0
0	1	0	1	1	0	1	0	1
0	1	0	0	1	1	1	1	1
0	0	1	0	0	0	0	0	0
1	0	0	1	1	1	1	0	1
0	0	1	0	1	1	0	0	1
1	0	0	0	1	1	0	1	1
1	1	0	0	1	1	1	1	1
1	1	1	0	0	1	1	0	0
1	0	0	0	0	1	0	0	0
0	1	0	1	0	0	0	0	1
0	0	1	1	1	0	0	1	1
0	0	0	0	0	0	0	0	0
1	1	0	0	1	1	1	1	1
0	0	0	0	1	1	0	0	0
0	0	0	0	0	0	0	0	0
0	1	0	0	1	1	0	1	1
1	1	0	1	0	0	1	1	0
1	0	0	0	0	0	0	1	0
0	1	0	1	0	1	1	1	0
1	0	0	0	0	1	0	0	0
0	0	0	0	1	0	0	0	0
1	1	0	1	0	1	1	0	0
0	0	1	1	0	1	1	0	0
1	1	0	0	1	1	0	1	1
0	1	0	0	1	1	0	1	0

### Case Summaries - Post-Test Kontrol

Post Test 18	Post Test 19	Post Test 20	Post Test 21	Post Test 22	Post Test 23	Post Test 24	Post Test 25	Post Test 26
0	1	0	0	1	1	1	0	1
1	1	0	1	1	1	1	1	0
1	0	0	0	0	1	0	0	1
0	0	0	0	0	1	0	0	1
0	0	0	0	0	0	0	0	1
1	1	1	0	1	1	1	0	0
0	1	1	0	1	1	1	0	1
0	0	0	0	0	1	0	0	0
0	0	0	0	1	1	0	0	0
1	1	0	1	1	1	1	0	1
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	0
1	1	1	1	1	1	1	1	0
0	0	0	0	0	0	1	0	0
1	1	0	1	1	1	1	0	0
1	1	1	0	1	1	1	1	0
1	1	0	1	1	1	1	1	1
1	0	0	0	1	1	1	1	0
0	0	0	0	1	1	1	0	0
0	0	1	1	1	0	0	0	1
1	0	1	1	1	0	0	0	0
1	1	1	0	0	0	0	1	1
0	0	0	0	0	0	0	0	1
1	1	0	0	1	1	1	1	1
0	0	0	0	0	0	0	0	0
0	0	0	0	1	0	0	0	0
1	1	1	1	1	1	1	0	0
0	0	0	0	0	1	0	0	0
0	0	0	0	1	0	0	0	1
1	0	1	0	1	1	1	1	1
0	0	1	1	1	0	0	0	1
0	0	0	0	1	0	0	0	0
0	1	1	1	1	1	1	1	1
0	0	0	0	1	0	0	0	0
1	0	0	1	1	1	1	0	1
0	0	0	0	0	1	0	1	0

# Case Summaries - Post-Test Kontrol

Post Test 27	Post Test 28	Post Test 29	Post Test 30	Post Test 31	Post Test 32	Post Test 33	Post Test 34	Post Test 35
0	0	0	0	0	0	0	0	1
0	0	1	1	1	1	1	1	1
0	0	1	0	0	0	1	0	0
0	0	1	0	1	1	1	0	0
0	0	1	0	0	1	1	0	0
1	1	0	1	1	0	1	0	1
1	1	1	1	1	1	1	1	0
0	0	1	0	1	1	1	0	0
0	0	1	1	1	1	0	0	0
0	0	0	1	1	0	1	1	1
0	0	1	1	1	1	1	0	0
1	0	1	0	1	0	0	1	1
1	1	1	1	1	1	1	0	1
0	0	1	1	1	1	0	0	0
0	0	0	1	1	0	1	1	1
1	1	0	0	1	0	1	0	0
0	0	1	1	1	1	1	1	1
0	1	0	1	1	1	1	1	1
0	0	1	1	1	1	0	0	0
1	0	1	0	0	1	0	1	0
1	1	0	1	0	1	1	1	1
1	1	1	1	1	1	1	1	0
0	1	0	0	1	0	1	1	0
0	0	1	1	0	0	1	1	1
0	0	0	1	0	1	0	0	0
1	0	0	0	0	0	0	0	0
0	1	0	1	1	0	1	0	0
0	0	1	1	1	1	1	0	0
0	0	1	0	0	0	1	0	1
1	1	1	0	0	0	0	1	1
1	0	1	0	0	1	0	1	0
0	0	1	0	0	0	1	0	0
1	1	1	0	0	1	1	1	1
0	0	1	1	1	1	0	0	0
1	0	1	0	1	1	0	1	1
0	0	1	1	1	1	0	0	0

# Case Summaries - Post-Test Kontrol

Post Test 36	Post Test 37	Post Test 38	Post Test 39	Post Test 40
0	0	0	1	0
0	0	0	0	0
0	1	0	0	1
0	0	1	0	0
0	0	1	0	0
0	1	1	1	0
0	1	1	1	0
0	0	1	0	0
0	0	1	0	0
0	0	1	0	1
0	0	0	0	0
1	1	1	1	0
1	1	1	0	0
0	0	1	0	0
1	0	0	0	0
0	1	1	1	0
0	0	1	0	0
0	0	1	0	0
0	0	1	0	0
1	0	0	0	0
0	1	0	1	1
0	1	1	1	1
0	0	0	0	0
0	0	1	0	1
0	0	0	0	0
0	0	0	0	0
1	1	1	1	1
0	0	1	0	0
1	1	1	0	0
1	1	0	1	0
1	0	0	0	0
0	0	0	0	1
1	1	0	1	0
0	0	1	0	0
1	1	1	1	0
0	0	1	0	0

# APPENDIX E

## TEST OF NORMALITY

### One-Sample Kolmogorov-Smirnov Test

		Vocab - Pre	Vocab - Post
N		36	36
Normal Parameters <sup>a,b</sup>	Mean	14.03	19.69
	Std. Deviation	2.962	7.723
	Absolute	.170	.140
	Positive	.170	.140
Most Extreme Differences	Negative	-.081	-.137
	Kolmogorov-Smirnov Z	1.019	.842
	Asymp. Sig. (2-tailed)	.250	.478

a. Test distribution is Normal.


b. Calculated from data.

### One-Sample Kolmogorov-Smirnov Test

		Vocab - Pre	Vocab - Post
N		36	36
Normal Parameters <sup>a,b</sup>	Mean	13.81	15.67
	Std. Deviation	2.713	8.106
	Absolute	.135	.202
	Positive	.135	.202
Most Extreme Differences	Negative	-.115	-.199
	Kolmogorov-Smirnov Z	.813	1.214
	Asymp. Sig. (2-tailed)	.524	.105

a. Test distribution is Normal.

b. Calculated from data.



# APPENDIX F

## TEST OF HOMOGENEITY AND HYPOTHESIS

### Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Vocab - Pre	Exp	36	14.03	2.962	.494
	Con	36	13.81	2.713	.452
Vocab - Post	Exp	36	19.69	7.723	1.287
	Con	36	15.67	8.106	1.351
Gain	Exp	36	5.67	7.290	1.215
	Con	36	1.86	8.539	1.423

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Vocab - Pre	Equal variances assumed	.572	.452	.332	70	.741	.222	.669	-1.113	1.557
	Equal variances not assumed			.332	69.470	.741	.222	.669	-1.113	1.557
Vocab - Post	Equal variances assumed	1.102	.297	2.158	70	.034	4.028	1.866	.306	7.750
	Equal variances not assumed			2.158	69.836	.034	4.028	1.866	.306	7.750
Gain	Equal variances assumed	1.542	.218	2.034	70	.046	3.806	1.871	.073	7.538
	Equal variances not assumed			2.034	69.318	.046	3.806	1.871	.072	7.539



# APPENDIX G

## PERMISSION LETTER



KEMENTERIAN PENDIDIKAN NASIONAL  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/32-01  
10 Jan 2011

Nomor : 566/H.34.12/PBI/IV/2011  
Lampiran : 1 bendel proposal  
Hal : Permohonan Ijin Survey/Obse~~v~~asi/Penelitian

Kepada Yth.....

Pembantu Dekan I

FBS UNY

Dengan hormat,

Menanggapi surat dari Saudara:

Nama : MUR AMALINA PRASETYA R.

No. Mhs. : 06202244005

Jur/Prodi : Pendidikan Bahasa Inggris

Lokasi Penelitian : SMP N 1 Depok

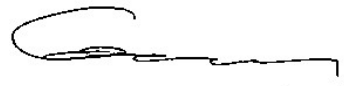
Judul Penelitian : THE EFFECT OF USING VCD "TELL ME MORE" ON  
VOCABULARY MASTERY OF EIGHTH GRADE STUDENTS  
OF SMP N 1 DEPOK

Tanggal Pelaksanaan : April - Juni 2011

Berkaitan dengan hal itu, mohon kepada Bapak/Ibu untuk berkenan menerbitkan Surat Ijin  
Survey/Obse~~v~~asi/Penelitian.

Atas perhatiannya disampaikan terimakasih.

Hormat kami  
Ketua Jurusan Pend. Bhs. Inggris  
FBS UNY,

  
Drs. SAMSUL MAARIF, M.A.  
Nip. 19530423 197903 1004



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01

10 Jan 2011

27 April 2011

Nomor : 915/H.34.12/PP/IV/2011

Lampiran : --

Hal : Permohonan Izin Survey/Observasi/Penelitian\*)

Kepada Yth.

Bupati KDH Tk. II Kabupaten Sleman

c.q. Ka. Bappeda Kabupaten Sleman

di Sleman

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*The Effect of Using VCD "Tell Me More" on Vocabulary Mastery of Eighth Grade Students of SMP Negeri 1 Depok*

Mahasiswa dimaksud adalah :

Nama : NUR AMALINA PRASETYA R.

NIM : 06202244005

Jurusan/ Program Studi : Pendidikan Bahasa Inggris

Tanggal Pelaksanaan : Bulan April s.d. Juni 2011

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan  
Pembantu Dekan I,

*R.* Drs. Suhaini M. Saleh, M.A.  
NIP 19540120 197903 1 002



PEMERINTAH KABUPATEN SLEMAN  
**BADAN PERENCANAAN PEMBANGUNAN DAERAH**  
**( BAPPEDA )**

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511  
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemanKab.go.id

**SURAT PERNYATAAN BERSEDIA MENYERAHKAN**  
**HASIL - HASIL SURVEY/PENELITIAN**

NO. : 070/ 1203

Kami yang bertanda tangan dibawah ini saya :

1. Nama : MUR AMALINA PRASETYA R
2. No. Mahasiswa/NIP/NIM : 06202244005
3. Tingkat (D1, D2, S1, S2, S3) : S1
4. Universitas/Akademi : Universitas Negeri Yogyakarta
5. Dosen Pembimbing : Drs. A. Ghanj Johan, M. Ed
6. Alamat Rumah Peneliti : Temanggal 1, Purwomartani,  
Kalasan Sleman, Yogyakarta
7. No. Telp/HP : 087728306563
8. Tempat Lokasi Penelitian/ Survey : SMP N 1 Depok

Menyatakan dengan ini kami bersedia untuk menyerahkan hasil - hasil Research/ Penelitian/  
pencarian data tentang/ judul :

THE EFFECT OF USING UCD "Tell Me More" on  
Vocabulary Mastery of Eighth Grade Students  
of SMP Negeri 1 Depok

Kepada BAPPEDA Kabupaten Sleman

Pernyataan ini merupakan bagian yang tidak terlepas dari  
Pernyataan perijinan Research/ Penelitian yang kami lakukan dalam  
Wilayah Kabupaten Sleman DIY.



Sleman, 27 April 2001

Yang menyatakan

MUR AMALINA PRASETYA R

(Nama Terang)



PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH  
( BAPPEDA )

Alamat : Jl. Parasamya No. 1 Beran, Tridadi, Sleman 55511  
Telp. & Fax. (0274) 868800 e-mail : bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 07.0 / Bappeda / 1203 /2011

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Keputusan Bupati Sleman Nomor: 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan dan Penelitian.  
Menunjuk : Surat dari Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta Nomor: 915/H.34.12/PP/IV/2011 Tanggal: 27 April 2011. Hal: Permohonan Izin Penelitian

**MENGIZINKAN :**

Kepada :  
Nama : NUR AMALINA PRASETYA R.  
No. Mhs/NIM/NIP/NIK : 06202244005  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : UNY  
Alamat Instansi/Perguruan Tinggi : Karangmalang, Yogyakarta  
Alamat Rumah : Temanggal I, Purwomartani, Kalasan, Sleman, Yogyakarta  
No. Telp/HP : 087738306567  
Untuk : Melakukan Penelitian dengan Judul:  
"THE EFFECT OF USING VCD 'TELL ME MORE' ON VOCABULARY MASTERY OF EIGHTH GRADE STUDENTS OF SMP NEGERI 1 DEPOK"  
Lokasi : Kab. Sleman  
Waktu : Selama 3 (tiga) bulan mulai tanggal : 27 April 2011 s/d 27 Juli 2011.

**Dengan ketentuan sebagai berikut:**

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Lurah Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda*
4. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/ non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di : Sleman  
Pada Tanggal : 27 April 2011  
A n. Kepala BAPPEDA Kab. Sleman

Tembusan Kepada Yth:



**PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAGA**

**SMP NEGERI 1 DEPOK**

Alamat: Gejayan Condongcatur Depok Sleman Yogyakarta ☎ 0274 - 881738

**SURAT KETERANGAN**

Nomor :070/144/2011

Yang bertanda tangan di bawah ini :

N a m a : HERU SUMARSONO, S.Pd.  
N I P : 19551107 197703 1 002  
Jabatan : Kepala Sekolah  
Instansi : SMP Negeri 1 Depok

dengan ini menerangkan bahwa :

N a m a : NUR AMALINA PRASETYARINI  
N I M : 06202244005  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Bahasa dan Seni  
Perguruan Tinggi : Universitas Negeri Yogyakarta.

telah melakukan Penelitian di SMP Negeri 1 Depok dalam rangka penulisan Tugas Akhir Skripsi dengan judul :

**THE EFFECT OF USING VCD "TELL ME MORE" ON VOCABULARY  
MASTERY OF EIGHTH GRADE STUDENTS OF SMP NEGERI 1 DEPOK**

yang dilaksanakan pada tanggal 01 Mei sampai dengan 01 Juni 2011.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Depok, 6 Juni 2011



Heru Sumarsono, S.Pd.  
NIP. 19551107 197703 1 002